

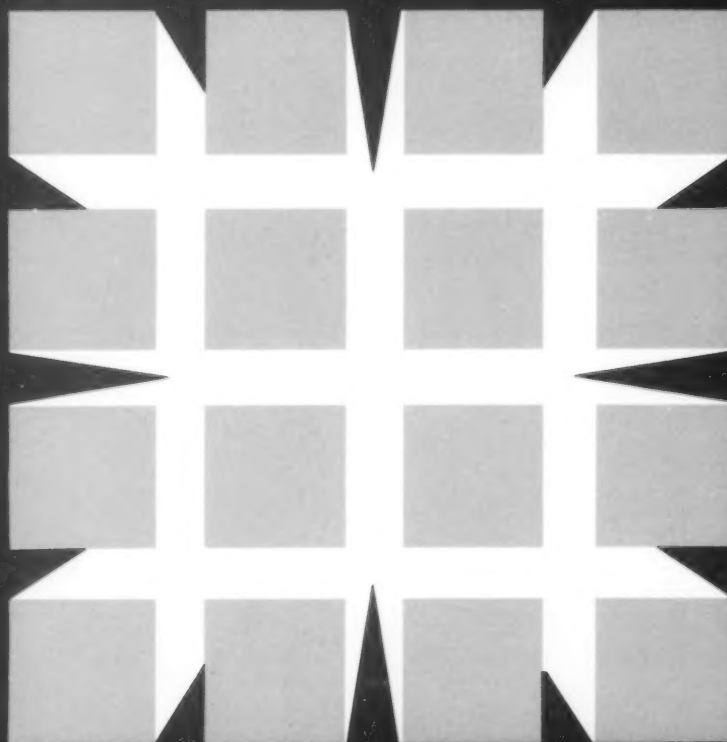
AUGUST 1993

VOLUME 28/NUMBER 8

RIIE

RESOURCES IN EDUCATION

ED 355 331 — 356 311



EDUCATIONAL RESOURCES



INFORMATION CENTER

SPECIAL ANNOUNCEMENT

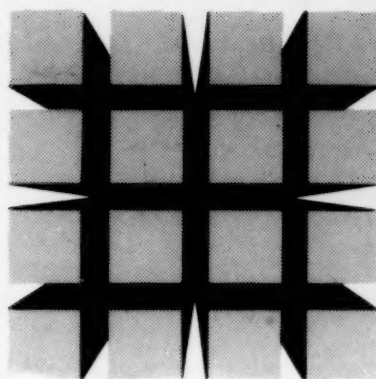
The contracts for the sixteen ERIC Clearinghouses were competed during the first half of 1993, with the results announced in early June.

Two Clearinghouses will be changing host institutions and locations: (1) The ERIC Clearinghouse on Counseling and Personnel Services (CG) is re-locating to the University of North Carolina at Greensboro; (2) The ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM) is relocating to Catholic University in the Washington, DC metropolitan area.

Six Clearinghouses have changed their names, as follows:

Old Name	New Name
Counseling and Personnel Services	Counseling and Student Services
Handicapped and Gifted Children	Disabilities and Gifted Education
Information Resources	Information and Technology
Junior Colleges	Community Colleges
Teacher Education	Teaching and Teacher Education
Tests, Measurement, and Evaluation	Assessment and Evaluation

The two-character alpha prefix used in RIE to represent these Clearinghouses will remain the same. The name and address changes will be reflected in all ERIC products, brochures, letterhead, etc. as they are revised across the next few months.



RIE

RESOURCES IN EDUCATION

ED 355 331 — 356 311

August 1993

Volume 28/Number 8

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EDUCATIONAL RESOURCES



INFORMATION CENTER

Resources in Education (RIE) is processed for printing by ARC Professional Services Group, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of *RIE* do not necessarily reflect official OERI policy.

Subscriptions to *RIE* (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
EJ	— Accession Number Prefix (ERIC Journal Article)
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
OERI	— Office of Educational Research and Improvement
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor];

v. ; 28 cm.

Monthly.

Began with: Vol. 10, no. 1 (Jan. 1975).

Title from cover.

Description based on: Vol. 14, no. 1 (Jan. 1979).

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980-198 by the Dept. of Education, National Institute of Education; U.S. Dept. of Education, Office of Educational Research and Improvement.

(Continued on next card)

75-644211

AACR 2 MARC-S

7648805r83jrev2

Resources in education . . . (Card 2)

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education

1. Education—Research—Bibliography—Periodicals. 2. Education—Bibliography—Periodicals. I. United States. Office of Educational Research and Improvement. II. National Institute of Education (U.S.) III. Educational Resources Information Center (U.S.)

1DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

016.370'78

75-644211

1LB1028j

AACR 2 MARC-S

Library of Congress

7648805r83jrev2

Introduction

RESOURCES IN EDUCATION (RIE) — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208-5720

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order *Resources in Education*."



ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issues.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; Telephone: 1-800-443-ERIC (3742).

ED 355 454 CE 063 413
Freer, Kevin J.
Adult Literacy Volunteers. ERIC Digest No. 132.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 355 455 CE 063 414
Imel, Susan
Vocational Education's Role in Dropout Prevention. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 355 456 CE 063 415
Lankard, Bettina A.
Integrating Science and Math in Vocational Education. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 355 457 CE 063 416
Kerka, Sandra
Career Education for a Global Economy. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 355 651 EA 024 760
Gaustad, Joan
Substance Abuse Policy. ERIC Digest, Number 80.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; \$2.50 postage and handling).

ED 355 813 FL 021 079
Holt, Daniel D., Ed.
Cooperative Learning: A Response to Linguistic and Cultural Diversity. Language in Education: Theory and Practice 81.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 201p.
EDRS Price - MF01/PC09 Plus Postage.
Alternate Availability—Delta Systems, Inc., 1400 Miller Parkway, McHenry, IL 60050-7030 (\$18.95, plus 10% for shipping and handling and \$1.50 for orders under \$20).

ED 355 834 FL 021 144
Barr, Vickie
Foreign Language Requirements and Students with Learning Disabilities. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 355 835 FL 021 145
Higgins, Chris
Computer-Assisted Language Learning: Current Programs and Projects. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 355 836 FL 021 146
Nissani, Helen
Early Childhood Programs for Language Minority Students. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 355 859 HE 026 293
Tack, Martha W., Patitu, Carol L.
Faculty Job Satisfaction: Women and Minorities in Peril. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development; 4p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036-1183 (\$1).

ED 355 860 HE 026 294
Gibbs, Annette
Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing and Safety. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development; 4p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036-1183 (\$1).

ED 355 974 IR 054 539
Brandhorst, Ted, Ed.
The Educational Resources Information Center (ERIC): An Annotated Bibliography of Documents and Journal Articles about ERIC (Covering the Period 1960-1992).
ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.; 159p.
EDRS Price - MF01/PC07 Plus Postage.

ED 356 099 PS 021 416

Goins, Brad Cesarone, Bernard
Homeless Children: Meeting the Educational Challenges. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

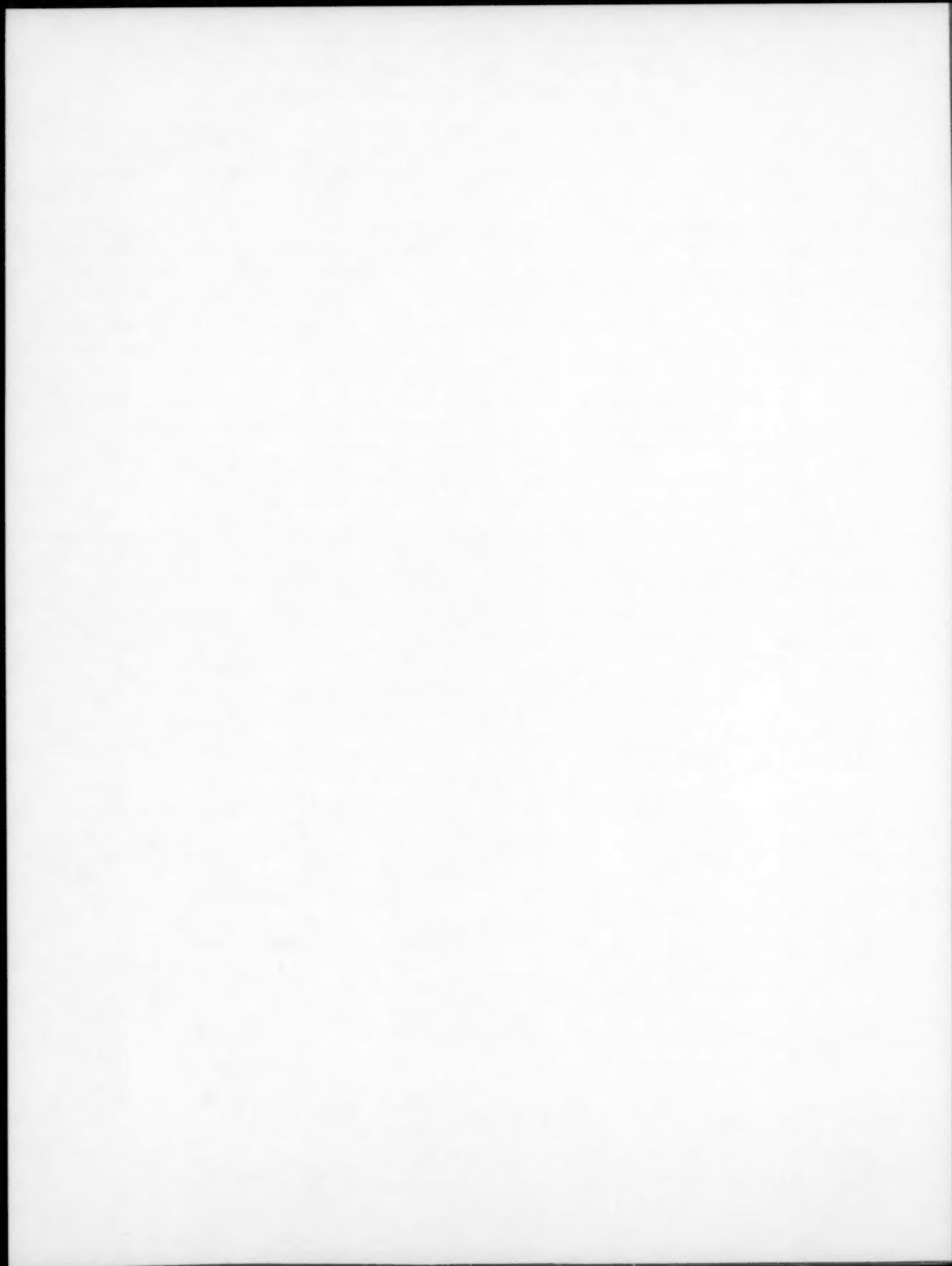
ED 356 100 PS 021 437
McClellan, Diane E., Katz, Lillian G.
Young Children's Social Development: A Checklist. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 356 101 PS 021 438
Kostelnik, Marjorie J.
Developmentally Appropriate Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 356 102 PS 021 439
Cesarone, Bernard
Health Care, Nutrition, and Goal One. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 356 232 TM 019 589
Geisinger, Kurt F., Carlson, Janet F.
Assessing Language-Minority Students. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC; 4p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).

ED 356 291 UD 029 108
Ianni, Francis A. J.
Meeting Youth Needs with Community Programs. ERIC Digest, Number 86.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).



DOCUMENT SECTION

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s) →
Title →
Institution. (Organization where document originated.)

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Abstractor's Initials →

ED 654 321
Butler, Kathleen
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.
Report No. — ISBN-0-3333-5568-1; OERI-91-34
Pub Date — May 92
Contract — RI900000
Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).
Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 (\$5.95).
Language — English, Spanish
Journal Cit—Women Today; v13 n3 p1-14 Jan 1992
PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education
Identifiers — Consortium of States, *National Occupational Competency Testing Institute
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.)
(SB)

Clearinghouse Accession Number

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Alternate source for obtaining document

Journal Citation

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA — ERIC Processing and Reference Facility.....	1	JC — Community Colleges.....	109
CE — Adult, Career, and Vocational Education.....	1	PS — Elementary and Early Childhood Education.....	119
CG — Counseling and Student Services.....	24	RC — Rural Education and Small Schools.....	131
CS — Reading, English, and Communication.....	26	SE — Science, Mathematics, and Environmental Education.....	136
EA — Educational Management.....	48	SO — Social Studies/Social Science Education.....	139
EC — Disabilities and Gifted Education.....	58	SP — Teaching and Teacher Education.....	145
FL — Languages and Linguistics.....	72	TD — Assessment and Evaluation.....	153
HE — Higher Education.....	86	UM — Urban Education.....	161
IR — Information and Technology.....	97		

AA

ED 355 331 AA 001 235

Resources in Education (RIE), Volume 28, Number 8.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—ISSN-0098-0897

Pub Date—Aug 93

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$73.00 (Domestic), \$91.25 (Foreign).

Journal Cit—Resources in Education; v28 n8 AUG 1993

Pub Type—Reference Materials - Bibliographies (131)—Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 355 332 CE 062 023
RIE AUG 1993

Missouri Customized Training Program, Skills for Tomorrow's Work Force. Brochure #80238. Missouri State Div. of Job Development and Training, Jefferson City.

Pub Date—92

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Case Studies, Cost Effectiveness, Employment Programs, Federal Aid, Federal Government, Federal Legislation, Government Role, Job Development, Job Skills, *Off the Job Training, *On the Job Training, Program Costs, *Retraining, State Agencies, State Government, *State Programs, Tax Credits

Identifiers—*Customized Training, *Missouri
This publication provides businesses with information on the Missouri Customized Training Program (MCTP), which provides assistance to Missouri businesses in recruiting, training, and retraining of workers. It describes the two types of MCTP training: Skill Training and On-the-Job Training. Employee recruitment options are also discussed. Four case studies illustrate a few examples of how customized training works to promote private enterprise and create employment in Missouri: Fantasia Confections, a manufacturer of dessert creations; DST Systems, a producer of computer software programs; TG (U.S.A.) Corp, a manufacturer of automotive components; and Ford Motor Company/Hazelwood, an automobile manufacturer. Specific attention is paid to one of MCTP's most attractive features—the cost to the employer. Reimbursement and federal and state new job tax credits are discussed. Application information and addresses of local job training agencies in Missouri's 15 service delivery areas are provided. (YLB)

ED 355 333 CE 062 055

Nyhan, Barry

Developing People's Ability to Learn. European Perspectives on Self-Learning Competency and Technological Change.

EUROTECNET Technical Assistance Office, Brussels (Belgium).

Report No.—ISBN-90-5201-022

Pub Date—91

Note—195p.

Available from—European University Press, rue Engeland 565, B-1180, Brussels, Belgium.

Pub Type—Books (010)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Learning, Competency Based Education, Computer Uses in Education, Educational Change, *Educational Improvement, Educational Philosophy, *Education Work Relationship, Foreign Countries, Futures (of Society), *Lifelong Learning, Models, *Organiza-

tional Development, Postsecondary Education, *Self Actualization, Technological Advancement Identifiers—European Community, *EUROTECNET

This book outlines the process and outcomes of the EUROTECNET Self-Learning Competency research project that was launched in 1989. (EUROTECNET is a program designed to promote educational responses that will enable the European Community to create technological innovations in the workplace.) Part I, Technological Change and the Need for a Self-Learning Workforce, has six chapters: "EUROTECNET Enquiry on Self-Learning Competency and Technological Change"; "The Enquiry Process: A Cooperative Self-Learning Experience"; "Technological Revolution Entails a Knowledge and a Learning Revolution"; "Profile of the Self-Learning Knowledge Worker"; "Organisations for Self-Learning: Training Institutes and Enterprises"; and "Taking Steps towards a European Self-Learning Community" (Caspar). Eight chapters comprise part II, Issues Surrounding the New Learning Paradigm: "The Self-Learning Gamble: An Examination of the Issues Involved" (Carre); "Self-Learning Competency: Approaches and Experiences in the Federal Republic of Germany" (Bahr); "Developing Skilled Learners: The Experience of ICI and Shell in the United Kingdom" (Pearn, Downs); "New Starting Points for European Vocational Training" (Feldmann et al.); "The Need for Self-Learning Organisations as Part of an Overall Business/Management Strategy" (Pedler); "The Utilization of Information Technology: A Management Perspective on a Learning Issue" (Docherty); "The Self-Qualifying Organisation: A Necessity for the Future of Europe" (Talpaert); and "Vocational Training Requirements within a Company Context: A Trade Union View Point" (Steinleitner). In conclusion, "Facing up to the Challenge" urges action to convert the self-learning model into a reality. The book contains a list of the names and addresses of contributors to the book. (Contains 125 references.) (KC)

ED 355 334 CE 062 141

Commercial Sheet Metal Program Standards.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Georgia State Dept. of Technical and Adult Education, Atlanta.

Pub Date—91

Contract—A9-110192

Note—88p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Admission (School), Advisory Committees, Curriculum, *Curriculum Design, Employment Potential, Faculty, Foundations of Education, Machine Tool Operators, Postsecond-

ary Education, *Program Design, Program Development, Program Evaluation, Secondary Education, Sex Fairness, *Sheet Metal Work, Skilled Occupations, *State Standards, *Trade and Industrial Education
Identifiers—Georgia

This publication provides program standards for commercial sheet metal programs. Twelve categories of standards are presented. Each category is divided into one or more subcategories, and each subcategory contains three components: standard statement, explanatory comment, and evaluative criteria. Subcategories for foundations standards are as follows: philosophy, purpose, goals, program objectives, availability, and evaluation. Admissions standards include the following: admission requirements, provisional admission requirements, recruitment, and evaluation and planning. Program structure standards address these areas: curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, and course transferability. Standards for program evaluation and planning are given in the following areas: evaluation; planning; enrollment, graduation, and placement levels; attrition levels; and student performance. Instructional program standards focus on these areas: course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; live work; equipment, supplies, and materials; and physical facility. The remaining standards deal with the following: academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). (YLB)

ED 355 335 **CE 062 142**
Fashion Production and Management Program
Guide.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Georgia State Dept. of Technical and Adult Education, Atlanta.

Pub Date—90

Contract—89-110013

Note—234p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavioral Objectives, Clothing, *Clothing Design, Clothing Instruction, Course Descriptions, Curriculum Development, *Fashion Industry, Interior Design, Internship Programs, *Needle Trades, Occupational Home Economics, Postsecondary Education, Program Descriptions, Program Guides, Service Occupations, Sewing Instruction, Sewing Machine Operators, Statewide Planning, Technical Institutes, Textiles Instruction

Identifiers—Georgia

This program guide presents the standard fashion production and management curriculum for technical institutes in Georgia. It is designed to relate primarily to the development of those skills needed to become a qualified alterationist, clothing design assistant, home textiles assistant, fashion management assistant, or tailoring assistant. A general information section provides a program description and curriculum model, including standard curriculum, specializations, and course lists. Section 2 contains information on general core courses: English, basic mathematics, and interpersonal relations. Section 3 contains outlines of nine fundamental occupational courses: fashion principles, sewing fundamentals, pattern alterations and fitting, textiles, basic garment construction, altering, advanced garment construction, special fabrics, and knits. Section 4 contains outlines of 29 specific occupational courses: office accounting, microcomputers, tailoring, altering II and III, alterations internship, fashion business, fashion management internship, shirt/blouse design, skirt design, pants design, advanced pattern design, draping, clothing design internship, basic window treatments, specialty window treatments, home decoration, workroom techniques, installation techniques, home textiles internship, tailoring menswear, English tailoring, English tailoring menswear, English tailoring ladieswear, tailoring internship, principles of management, selling, visual merchandising, and entrepreneurship. For each course, component parts are: course overview (course description, competency areas, prerequisite, credit hours, contact

hours), course outline (topics, competencies, class and lab hours), and resource list. An equipment list is appended. (YLB)

ED 355 336 **CE 062 143**

Instrumentation Technology Program Standards.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Georgia State Dept. of Technical and Adult Education, Atlanta.

Pub Date—90

Contract—89-110192

Note—143p.; For a related document, see ED 350 466.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Admission (School), Advisory Committees, Curriculum, *Curriculum Design, Employment Potential, Faculty, Foundations of Education, *Instrumentation, Paraprofessional Personnel, Postsecondary Education, *Program Design, Program Development, *Program Evaluation, Sex Fairness, *State Standards, *Technical Education, Technical Institutes, Technology, Two Year Colleges

Identifiers—Georgia

This publication provides program standards for diploma and degree instrumentation technology programs. Fifteen categories of standards are presented. Each category is divided into one or more subcategories, and each subcategory has the following components: standard statement, explanatory comment, evaluative criteria, exhibits. Standards in the areas of foundations, admissions, and program structure are presented separately for diploma and degree programs; other standards apply to both levels. Foundations standards subcategories are as follows: philosophy, purpose, goals, program objectives, availability, and evaluation. Admissions standards include the following: admission requirements, provisional admission requirements, recruitment, and evaluation and planning. Program structure standards address these areas: curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, and course transferability. Standards for program evaluation and planning focus on these areas: evaluation; planning; enrollment, graduation, and placement levels; attrition levels; and student performance. Instructional program standards are provided in the following areas: course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; and physical facility. The remaining standards deal with the following categories: academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). (YLB)

ED 355 337 **CE 062 455**

A Unified State Plan for New Jersey's Workforce Readiness System. Policy Recommendations & Implementation Strategies.

New Jersey State Employment and Training Commission, Trenton.

Pub Date—Mar 92

Note—84p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Cooperative Programs, *Educational Needs, *Employment Programs, *Futures (of Society), Institutional Cooperation, *Job Training, *Labor Force Development, Postsecondary Education, Secondary Education, *State Programs

Identifiers—*New Jersey, Workplace Literacy

Global competition, coupled with the United States' loss of its competitive economic edge and its failure to sustain and develop a highly skilled work force, has created a new and serious challenge. To meet this challenge, the State Employment and Training Commission has developed a series of recommendations, called the Unified State Plan for New Jersey's Workforce Readiness System, to improve the way New Jersey educates and trains its work force. The work force readiness system encompasses all institutions, agencies, and programs that educate and train people for work, provide job-seeking skills, match people with jobs, or furnish labor market information. The plan is based on four policy guidelines: (1) it must be consumer based and

market driven; (2) there must be accountability and evaluation; (3) the core of the system is the attainment of fundamental literacy and basic skills; and (4) there must be full use of all potential workers. The plan's recommendations address three key needs of New Jersey's citizens and employers: lifelong learning needs of individuals, employers' human resource needs, and work force readiness system efficiency. To carry out the policies contained in the plan, an action agenda will be developed encompassing 11 priorities, including publication of guides to the programs, development of resource networks, assurance that graduation requirements will include work-related competencies, and expansion of two + two tech-prep associate degree programs. (Appendixes to the plan include the legislation authorization and intent, a labor market assessment, and the action agenda.) (KC)

ED 355 338 **CE 062 577**

Gang, Bobbie Buckley, Bonnie, Ed.

Volunteer Development: Strengthening Your Literacy Program.

Nevada State Library and Archives, Carson City. Spons Agency—Gannett Foundation, Arlington, VA.

Pub Date—90

Note—124p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Literacy Education, Planning, *Program Development, Program Evaluation, Program Implementation, Recordkeeping, Resources, Voluntary Agencies, *Volunteers, *Volunteer Training

This guide, prepared for a Nevada State literacy council, provides practical information and step-by-step planning for recruiting, training, using, retaining, documenting, and recognizing volunteers. The 11 sections of the guide cover the following topics: (1) establishing goals and objectives and writing a plan; (2) identifying jobs and writing job descriptions; (3) recruitment strategies; (4) selecting volunteers; (5) volunteer training; (6) providing direction and guidance for volunteers; (7) recordkeeping; (8) evaluating volunteers and the program; (9) managing difficult volunteers; (10) liability and risk management; and (11) volunteer recognition and retention. A resource section provides tips for identifying and recruiting adult literacy students and information on the Nevada Literacy Coalition and other literacy programs throughout the state of Nevada. (KC)

ED 355 339 **CE 062 585**

Basic Skills-Basic Business.

Conference Board of Canada, Ottawa (Ontario). Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—23 Oct 92

Note—50p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Basic Skills, *Business Responsibility, Case Studies, *Educational Needs, Educational Practices, Foreign Countries, Futures (of Society), *Labor Force Development, Literacy Education, *Skill Development

Identifiers—*Canada, *Workplace Literacy

The experience of eight prominent Canadian business organizations was examined in terms of how basic skills deficits are identified in their work force, the impact of those deficiencies on organizational competitiveness, and why corporate programs are developed in response to the issue. Some of the key findings were as follows: (1) employee training is an important part of business competitiveness, but in a world of tight resources, there is little evidence of organizations' commitment to basic skills development; (2) organizations that have high quality management systems appear to respond very positively when problems with basic skills deficiencies in the workplace are identified; (3) changes in technology and operating methods place new demands on the skills of employees, sometimes leading to the development of remedial programs; (4) in a unionized environment, employee training is not a problem because it is recognized that there are benefits to all parties; (5) organizations that are downsizing may see the extent of the basic skills problem increase as younger, better educated workers are laid off and the proportion of skilled to unskilled jobs increases; (6) rapidly growing organizations can ensure that they do not experience basic skills problems by using rigorous recruitment and selection processes;

and (7) there has been too little experience in employee basic skills training to identify a set of "best practices," but there is some evidence that employees are more likely to participate in programs if training occurs during normal working hours. The study concluded that basic skills deficiencies in the workplace have to affect corporate interests or they will not be addressed; however, as more organizations undergo technical change, there will be increased attention paid to the problem. (The report includes case studies for the eight organizations that were the subject of the research.) (KC)

ED 355 340 CE 062 594

Rosenbaum, James E. And Others

Youth Apprenticeship in America: Guidelines for Building an Effective System.

William T. Grant Foundation, Washington, DC.

Commission on Work, Family, and Citizenship.

Pub Date—92

Note—82p.

Available from—William T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036 (1-9 copies, \$8 each prepaid; quantity discounts).

Pub Type—Opinion Papers (120) — Collected Works — General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Apprenticeships, Corporate Support, Educational Certificates, Educational Change, Educational Development, Educational Improvement, *Education Work Relationship, *Experiential Learning, *Labor Force Development, Models, Postsecondary Education, *Program Development, Program Implementation, School Business Relationship, Secondary Education, Student Certification, Vocational Education, *Work Experience Programs, Youth Programs

These seven papers offer a menu of alternative approaches to apprenticeships and suggests the advantages and disadvantages of each. "Apprenticeship Learning: Principles for Connecting Schools and Work Places" (James Rosenbaum) indicates how fundamental changes in the global economy virtually require improved education of all youth and why teachers and employers are increasingly concerned about preparing youth for work. Some youth apprenticeship models are described and used to infer the essential principles of effective apprenticeships. "School-Based Work Experience" (David Stern) identifies a continuum of work experiences and highlights characteristics of school-based programs that build on work experience. It discusses key components of co-op programs and career academies. "Learning at Work" (Stephen and Mary Hamilton) provides a theoretical basis for learning by doing work. It identifies components that underpin work-based learning and describes practices that make classrooms and workplaces more effective learning environments. "Apprenticeship as a Paradigm for Learning" (Sue Berryman) presents a model supported by the research on experience-based education, discusses characteristics of ideal learning environments, describes traditional and cognitive apprenticeships, and discusses some implementation issues. "Guidelines for Effective School-Employer Linkages for Apprenticeship" (Rosenbaum) examines pitfalls of school-employer relationships and considers examples from Germany and Japan that could make more effective linkages between schools and businesses in the United States. "Certification of Work Competencies" (Berryman, Rosenbaum) explores credentialing systems that could pose standards for attainment, help students get recognition for their accomplishments, and connect students to high-quality entry-level occupations. "Conclusions and Implications for Policy and Practice" (Rosenbaum) offers practical approaches to implementing findings and models. A "Commentary" (Richard Kazis) and author biographies are appended. (Contains 184 references.) (YLB)

ED 355 341 CE 062 607

Piscicultura. Productor Comercial de Peces. Guia

Tecnica. Documento de trabajo, Programa de

Educacion Agricola (Fish Farming. Commercial

Fish Producer. Technical Guide. Curriculum

Document, Agriculture Education Program).

Puerto Rico State Dept. of Education, Hato Rey.

Area for Vocational and Technical Education.

Pub Date—92

Note—119p.

Available from—Puerto Rico Department of Education, Box 759, Hato Rey, PR 00919.

RIE AUG 1993

Language—Spanish

Pub Type—Guides — Classroom — Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Production, Curriculum Guides, Economics, *Farm Management, Federal Regulation, Financial Needs, *Ichthyology, Postsecondary Education, Site Development Identifiers—*Fish Farming

This curriculum guide begins with an introduction, course description, and description of the occupation of commercial fish farmer. A course outline covers five units: starting a business, establishing the fish farm, managing the enterprise, harvesting the fish, and administering the business. For each unit, the following are provided: terminal objectives, suggested learning strategies, tasks/competencies, and criteria for evaluation. The bulk of the document consists of 45 appendices, which contain information and illustrations on detailed aspects of fish farming: financial considerations of fish production in Puerto Rico, site selection, water quality, size and construction of ponds, cleaning, sources of contamination, fertilizing, breeding, feeding, diseases, harvesting, and sale. The guide includes 10 references and a list of needed equipment and supplies. (SK)

ED 355 342 CE 062 611

Manual Laboratorio de Microbiologia. Documento

de trabajo Programa de Educacion en Ocupaciones

de Salud (Microbiology Laboratory Manual.

Curriculum Document. Program of

Education in Health Occupations).

Puerto Rico State Dept. of Education, Hato Rey.

Area for Vocational and Technical Education.

Pub Date—92

Note—77p.

Available from—Puerto Rico Department of Education, Box 759, Hato Rey, PR 00919.

Language—Spanish

Pub Type—Guides — Classroom — Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Occupations Education, Bacteria, *Culturing Techniques, Laboratory Manuals, *Microbiology, *Microscopes, Postsecondary Education, *Sanitation, Secondary Education

This laboratory manual on microbiology begins with an introduction relating the study of microorganisms to health occupations education and stressing the importance of teaching critical thinking. The introduction is followed by general instructions for the use of the manual and an illustration of hand washing procedures. The 13 laboratory exercises are on the following topics: use of microscopes; characteristics of microorganisms; microorganisms in the environment; slide stains (simple, the Gram method, negative, and special); suspended droplets; test of movement in agar; characteristics of bacteria; culturing media; disinfectants; and tests of susceptibility to antibiotics. Each exercise includes some or all of the following: background information, objectives, equipment, procedures, and illustrations. (SK)

ED 355 343 CE 062 917

Draper, James A. Ed. Taylor, Maurice C. Ed.

Voices from the Literacy Field.

Report No.—ISBN-0-921472-10-2

Pub Date—92

Note—408p.

Available from—Culture Concepts, Inc., 5 Darlingbrook Crescent, Toronto, Ontario M9A 3H4, Canada (\$34.95 plus shipping).

Language—English; French

Pub Type—Books (010)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, Basic Skills, Case Studies, *Community Education, Coordination, Cultural Context, Cultural Education, Cultural Influences, Developed Nations, Educational Cooperation, Educational Philosophy, Foreign Countries, Foundations of Education, French, *Holistic Approach, Job Skills, Job Training, Labor Force Development, *Literacy Education, Outreach Programs, Peer Teaching, Staff Development, *Student Participation, Tutoring, Welfare Recipients

Identifiers—*Canada, *Workplace Literacy

These case studies of the experiences of literacy practitioners and their students from all regions of Canada contain descriptions and reflections that provide a critical and revealing commentary on effective practice in literacy education in Canada. Each case study chapter begins with introductory

information that provides a synopsis of who, what, and where. Discussion questions at the end of each case study are intended to provoke further reflection and debate. Section 1 on Foundations of literacy contains three chapters: "Looking at Philosophies for Literacy Education" (Draper); "Understanding the Principles Guiding Our Literacy Practice" (Taylor); and "Learning about Learning" (Barer-Stein). Section 2 consists of four case study chapters on community building: "Training Literacy Practitioners for Community-Based Settings" (Norton); "Community Strengthening" (Goldgrab); "Linking Literacy and Health: A Popular Education Approach" (Norton); and "Outreach" (Goldgrab). In section 3 are five case studies focusing on special needs: "Peer Tutoring in the Classroom" (Goldgrab); "Literacy, Welfare, and Popular Education" (Norton); "Preparing Psychiatric Patients for Independent Living" (Goldgrab); and "Les Pas des Mots" and its English translation, "Promoting the March of Words" (Blais). The six case studies in section 4 are on activating student participation: "Sharing Power and Authority" (Norton); "Les Murs de Papier" and its English translation, "Dialogue with Social Decision-Makers" (Blais); "Activating Student Participation" (Goldgrab); and "S'alphabétiser pour posséder une cle" and its English translation, "Literacy Training as a Key" (Blais). Section 5 contains five case studies on language and culture: "The Whole Person Approach" (Goldgrab); "Theater as Literacy" (Walker); "The Preservation of Franco-Ontarian Language and Culture" and its French translation, "La preservation de la langue et de la culture franco-ontarienne" (Goldgrab); and "Promoting Language, Literacy, and Culture in an Arctic Community" (Norton). Section 6 consists of four case studies on workplace literacy: "Collaboration in Workplace Literacy" (Darville); "S'alphabétiser en milieu de travail" and its English translation, "Literacy Training in the Workplace" (Blais); and "Collaborative Learning in Times of Change" (Wells). An epilogue is "Continuing the Debate" (Draper). Contains 178 references. (YLB)

ED 355 344 CE 062 951

Clarke, Mallory

Goodwill Literacy Tutor Handbook. Fifth Edition.

Goodwill Literacy Adult Learning Center, Seattle,

WA.

Pub Date—Jan 91

Note—86p.; For an earlier edition, see ED 315 637.

Available from—Goodwill Literacy Adult Learning Center, 1400 South Lane Street, Seattle, WA 98144-2889 (\$7.50 plus 15% shipping).

Pub Type—Guides — Classroom — Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Classroom Techniques, Inservice Teacher Education, *Learning Activities, Lesson Plans, *Literacy Education, *Reading Instruction, *Teaching Methods, *Tutoring, Writing Instruction

Identifiers—Goodwill Industries of America

This handbook, developed in a Goodwill literacy program, leads tutors through the process of teaching reading and provides suggestions for learning activities, content, and reading materials. Introductory material includes literacy definition and statistics, commonly asked questions, quotations from students, and statistics on Goodwill Literacy students. The tutoring of reading process is presented in six steps: choosing material, prereading, reading, postreading, writing, and evaluation and planning. Throughout the steps, suggestions are made for presentations and activities. A section on word attack skills covers phonics, sight words, and word patterns. Ideas for games and breaks include using poetry, making lists, writing cinquains (five-line poems), and Cloze and comprehension activities. Computer uses and descriptions of appropriate software are provided. Principles and format for lesson planning and meeting with students are explained. The final section lists 27 suggested references for tutors. (KC)

ED 355 345 CE 062 954

Reading the Legal World: Literacy and Justice in

Canada. Report of the Canadian Bar Association

Task Force on Legal Literacy - Lire les lois:

Justice et alphabétisation au Canada. Rapport du

Groupe de travail de l'Association du Barreau

canadien sur l'alphabétisation.

Canadian Bar Association, Ottawa (Ontario).

Spons Agency—National Literacy Secretariat, Ot-

tawa (Ontario).

Report No.—ISBN-0-920742-29-7; ISBN-0-920742-31-9

Pub Date—Aug 92

Note—156p.

Language—English; French

Pub Type—Reports - Research (143) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC97 Plus Postage.

Descriptors—Access to Information, Adult Basic Education, *Adult Literacy, Foreign Countries, French, Functional Literacy, Information Needs, Information Seeking, Justice, Lawyers, *Legal Aid, *Legal Problems, Literacy Education, Users (Information)

Identifiers—*Canada

A Canadian Bar Association Task Force on Legal Literacy explored the relationship between literacy and access to the legal system. A literature review revealed that little attention had been directed to literacy and use of the legal system. Three important findings emerged from 24 focus groups of current and former adult learners: virtually all legal material is written in a manner peculiar to the legal system; adults with limited literacy are intimidated by the legal system and avoid initiating legal action; and they do not perceive that lawyers and the legal system are there to help them. Four important findings emerged from a national survey of 1,000 lawyers and interviews with 12 law firms: 73 percent of lawyers have had experience with a client or witness with limited literacy; lawyers are not yet aware of the extent to which people with limited literacy have serious problems undertaking the "search" that is a central part of using legal information and the legal system; lawyers presume a level of background competence in identifying legal problems that people with limited literacy do not have; and, to accommodate clients with limited literacy, practitioners rely on adjustments to practice procedures that still presume an ability to deal with written material. Task force recommendations dealt with four topics: reading ability, legal context, lawyer-client relationship, and relationship of intermediaries. Appendixes include 26 notes and a list of telephone services in alphabetical order by province and territory. A French version of the book is included. (Contains 29 references.) (YLB)

ED 355 346

CE 062 957

Clarke, Mallory

Discovery and Respect: A Handbook for Student-directed Group Learning. First Edition.

Goodwill Literacy Adult Learning Center, Seattle, WA.

Pub Date—91

Note—104p.

Available from—Goodwill Literacy Adult Learning Center, 1400 South Lane Street, Seattle, WA 98144-22889 (\$9 plus 15% shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Reading Programs, Black Dialects, Classroom Techniques, *Learner Controlled Instruction, Learning Activities, Lesson Plans, *Literacy Education, *Reading Instruction, *Small Group Instruction, Teaching Methods, Writing Instruction

Identifiers—Goodwill Industries of America

Based on 4 years' experience in a Goodwill adult literacy program, this handbook offers insights to teachers who want to facilitate student-directed group learning. The handbook is organized in seven sections that cover the following: (1) comments on the nature of adult learning and the philosophy of the approach; (2) thoughts on progressive education and learner-centered education; (3) reading theory; (4) methodology for teaching reading (comprehension, skill building, student-led activities, locating and reworking reading materials); (5) teaching writing (inspiring writing, the writing process, writing to learn); (6) multicultural and class sensitivity (including the use of Black English); and (7) designing lessons for adult beginning readers. Two appendixes include a critical thinking chart and a thinking-about-literature chart. (KC)

ED 355 347

CE 063 008

Commission of Professors of Adult Education. Proceedings of the Annual Conference (32nd, Washington, D.C., October 19-21, 1987).

Commission of Professors of Adult Education.

Pub Date—Oct 87

Note—191p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, Conference Proceedings, Distance Education, Doctoral Dissertations, *Educational Research, *Ethical Instruction, Ethics, *Graduate Study, Higher Education, Instructional Improvement, Labor Force Development, *Learning Theories, Student Publications, Student Research

These proceedings contain presentations and other materials from a conference that focused on the past, present, and future of graduate study in adult education. They begin with the first General Session, a dialogue consisting of reflections on the genesis of graduate study in adult education in North America by Cyril Houle, Malcolm Knowles, and Burton Kreitlow. The second General Session focuses on international adult education, stressing the importance of understanding other cultures, sharing ideas by networking with adult educators across borders, and internationalizing programs in adult education, in the interest of avoiding parochialism. Task force presentations follow. Four presentations of the instructional improvement task force focus on ethical issues in adult education graduate programs: "Ethical Issues Related to Admissions and Advising in Adult Education Graduate Programs" (Sork); "Ethical Issues in Adult Education Focus: Teaching in Graduate Education" (Caffarella); "Creating Awareness of Ethical Issues within Adult Education Graduate Programs" (Brockett); and "The Ethics of Research and Publications with Students" (Merriam). The faculty development task force reports on "Faculty Development for Mid-Career and Senior Faculty—A Summary" (Caffarella et al.). Three papers focus on self-directed learning: "Considerations for a Future Research Agenda in Self-Directed Learning" (Brockett); "Self-Directed Learning Theory: A Summary" (Long); and "Notes on Technology and Distance Education in the Context of Self-Directed Learning" (Moore). The presentations of the research task force consider research in the practice setting: the collaborative role of researchers and practitioners: "The Research/Practice Conversation" (Ingham); "Developing a Systematic Approach to Analysis" (Apps); and "Research/Practice Conversation: Notes for Discussion" (Marick). Contributions of the human resource development (HRD) task force under the topic "In Search of an Optimal Introductory Course in HRD" (Gilley et al.) include the presentation "The Beginning Course in Human Resource Development at Sixteen U.S. Universities: A Content Analysis" (Collino et al.) and abstracts of three papers. Papers of the theory building task force are as follows: "Learning as Relating" (Ingham); and "Informal Learning from Experience: A Valuable Prototype for Adult Learning Theory" (Rossing). The proceedings conclude with an annual census listing 472 doctorates conferred in adult education during 1983-1987 as well as 39 unreported from 1981-1982. (YLB)

ED 355 348

CE 063 085

Blum, Abraham. Isaak, Michel

Adaptation of the Training and Visit Extension System to Changing Socio-Cultural and Agro-Ecological Conditions.

Pub Date—90

Note—24p.

Journal Cit—Journal of Extension Systems; v6 n1 p45-66 1990

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adoption (Ideas), *Adult Farmer Education, Agricultural Education, Agriculture, Change Strategies, Developing Nations, Educational Research, Foreign Countries, Guidelines, Innovation, Rural Areas, Rural Education, Rural Environment, *Rural Extension, Sociocultural Patterns

Identifiers—India, Israel, *Training and Visit System, Turkey

A study examined adaptations made prior to or during the adoption of the Training and Visit (T&V) extension system. This system was developed in Turkey, based on the Israeli experience of the developer, and was further refined in India. It was later adopted by many countries in Southeast Asia, Africa, and other parts of the world. Experience showed the necessity to adapt the system to the very different sociocultural and agroecological conditions of the adopting countries. Examination of the revisions of the T&V guidelines showed that T&V had clear basic principles, but these had to be adapted to each existing situation. Most adaptations were made in relation to five basic T&V guidelines

and key features: (1) extension exclusively (professionalism); (2) linkages with research; (3) regular and continuous training; (4) time-bound work (systematic visits); and (5) imitable contact farmers (field and farmer orientation). The case studies showed that adaptations were not only possible, they were necessary. Development of an adaptation instrument was suggested to help less experienced, potential T&V adaptors to make the needed alterations. (Contains 61 references.) (YLB)

ED 355 349

CE 063 107

Swan, Michael K.

An Analysis of Agricultural Mechanics Safety Practices in Agricultural Science Laboratories.

Pub Date—Dec 92

Note—8p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accident Prevention, Agricultural Education, *Agricultural Engineering, Agricultural Machinery, Educational Research, Hazardous Materials, Laboratories, Laboratory Procedures, *Laboratory Safety, *Safety Education, *Safety Equipment, School Safety, Secondary Education, Secondary School Teachers, State Surveys

Identifiers—North Dakota

North Dakota secondary agricultural mechanics instructors were surveyed regarding instructional methods and materials, safety practices, and equipment used in the agricultural mechanics laboratory. Usable responses were received from 69 of 89 instructors via self-administered mailed questionnaires. Findings were consistent with results of similar studies. Instructors were not using recommended safety practices or providing student safety and emergency equipment to the extent warranted by the hazards present in the laboratory. Instructional techniques most commonly used in safety instruction were demonstrations conducted by students and instructors in use of power tools. Most instructors (94.2 percent) required students to pass safety examinations. Instructors used safety manuals and booklets and worksheets most often as instructional materials. Industrial-quality eye protection and welding gloves were the most frequently available safety equipment for student use. The most frequently available safety practices, equipment, or materials were as follows: welding booths with screens/curtains, welding exhaust system, safety guards on all equipment, first aid kits/boxes, fire extinguishers, fire alarms, and marked exits. Inservice programs on safety and identification and teaching of safety topics in preservice and inservice educational programs were recommended. (Contains 12 references.) (YLB)

ED 355 350

CE 063 108

Swan, Michael K. Brehmer, Jeffery

Educational Instruction via Interactive Video Network.

Pub Date—Dec 92

Note—8p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Agricultural Education, Delivery Systems, Distance Education, Educational Research, Educational Technology, Educational Television, High Schools, *Interactive Video, *Networks, Principals, Program Implementation, Secondary School Teachers, Superintendents, Teacher Attitudes, Use Studies, Vocational Education, Vocational Education Teachers

Perceptions of secondary educators were examined regarding delivery of educational programs via interactive video networks (IVN). The population included all agricultural education instructors, principals, and superintendents employed in public secondary schools having an agricultural education program during the 1990-91 school year in a mid-western state. Direct-mail questionnaires gathered data on the educators' self-reported level of understanding and interest in using two-way interactive television. The overall response rate was 81.4 percent (201 of 247). Findings indicated that educators possessed an adequate understanding of IVN and were interested in inservice programs and continuing education to gain more exposure to IVN. They

accepted IVN as appropriate technology for high schools, but their reluctance to teach others to use IVN indicated a need for practice in using IVN to gain confidence. The most frequently cited obstacle by a three-to-one margin was cost. Programs perceived as priorities for IVN delivery were high school courses, teacher inservice/staff development, and adult and community programs. (Contains 16 references.) (YLB)

ED 355 351 CE 063 109

Swan, Michael K.
Summer Agricultural Program Activities.

Pub Date—Dec 92

Note—7p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Agricultural Education, Educational Research, Faculty Development, Higher Education, Secondary Education, *State Supervisors, Student Organizations, Student Recruitment, *Summer Programs, *Supervised Occupational Experience (Agriculture), Teacher Attitudes, *Teacher Educators, Teacher Student Relationship, *Vocational Education, Vocational Education Teachers

Teacher educators and state supervisors were surveyed to determine their perceptions of philosophically ideal agricultural education summer program activities. A random sample of teacher educators was selected from the directory of the American Association for Agricultural Education, and a random sample of state supervisors was selected from a directory published by the U.S. Department of Education. The response rate was 90.9 percent (161 of 177). Individual response rates to mailed questionnaires were 123 teacher educators (91.9 percent) and 54 state supervisors (88.9 percent). A summated rating scale was used to provide an index for placing each summer program activity in rank order. The questionnaire included eight major categories of activities: agricultural organizations and associations, departmental administration, Future Farmers of America, instructional improvement, professional growth, resource improvement, supervised agricultural experience, and teaching/recruitment. Thirty-eight specific activities were identified and included in the questionnaire. According to the findings, attending annual summer update conferences and supervising agricultural students' home projects were tied as most important. The ideal number of days that should be allocated to the summer program activities was 50.1. The current number of allocated days was 39. (YLB)

ED 355 352 CE 063 113

Cupples, Michael Wayne

Workforce Education and Training Requirements for Communication and Information Technologies at the United States Army Aviation Center.

Pub Date—Jan 93

Note—151p.; Doctoral Major Applied Research Project, Nova University.

Pub Type—Dissertations/Theses - Undetermined (940) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Aircraft Pilots, Armed Forces, Aviation Technology, Career Education, *Communications, Computer Literacy, *Educational Planning, Educational Research, *Information Technology, Job Analysis, *Job Skills, *Labor Force Development, Military Personnel, Military Training, Postsecondary Education, Skill Analysis, Skilled Occupations, Technical Education, Technological Advancement

Identifiers—*Army, *United States Army Aviation Center AL

A research study identified the work force education and training requirements for communication and information technologies that form the key elements of a human resources development plan at the U.S. Army Aviation Center (USAAVNC), Fort Rucker, Alabama, for the 1990s. Qualitative data were collected from key personnel interviews, discussions by a group of experts, and survey questions. Quantitative data were collected from a survey sample of 198 workers in the Directorate of Training and Doctrine, USAAVNC. Analysis of results using developmental scientific methodology produced four categories concerning communication and information technologies: (1) mission, policies, and plans; (2) applications; (3) worker critical skills; and (4) work force education and training

requirements. Results indicated that the mission of USAAVNC must be more clearly understood. Policies must be created for systematic and planned implementation of state-of-the-art communication and information technologies and for development of organization and human resources. A crucial application was an integrated work station. Workers needed cognitive and basic computer skills. Work force education and training requirements were grouped into strategy, scope, standards, and primary critical tasks. Appendixes contain the following: outlines of the U.S. Army Training and Doctrine Command and the USAAVNC mission and organization; instruments; and key elements of the USAAVNC human development resources plan. (Contains 144 references.) (YLB)

ED 355 353 CE 063 129

Halbrook, Steve A., Ed. Grace, Teddee E., Ed.
Increasing Understanding of Public Problems and Policies—1992.

Farm Foundation, Oak Brook, IL.

Pub Date—Jan 93

Note—230p.; Proceedings of the National Public Policy Education Conference (42nd, Burlington, VT, September 20-23, 1992). For the 1990 proceedings, see ED 330 534.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Education, Agricultural Education, Conservation (Environment), Economic Change, Educational Finance, Environment, Environmental Education, *Environmental Influences, *Extension Education, Groundwater, *International Trade, Medical Services, *Natural Resources, Policy Formation, Politics, Postsecondary Education, *Public Policy, Rural Environment, Secondary Education, Social Structure

Identifiers—*Public Policy Education

This publication reports the major discussions at a conference that was held to improve the policy education efforts of extension workers responsible for public affairs programs. It begins with abstracts of the 22 presentations. Four papers deal with public policy education in the 1990s: "To Inform Their Discretion: Policy Education and Democratic Politics" (Briand); "Issues, Alternatives, and Consequences" (House); "The Case for Advocacy in Extension Public Policy Education" (Hite); "Limits of Public Policy Education" (Barron); and "An Extension Lay Leader's Reaction to the Morning Program" (Grezaffi). Ten papers are found in the section on agriculture and environmental policy-making—issues, actors, strategies: "Agriculture and the Environment in the 1990s: Changing Setting and Characteristics" (Zinn); "Right Versus Right-Finding Common Ground" (Campbell); "Agriculture and Environmental Policymaking: Issues, Actors, and Strategies—State Government Perspective" (Armstrong-Cummings); "Innovation in Environmental Policy Education through Coalitions: The Groundwater Policy Education Project" (Abdalla); "Initiating a Coalition for Groundwater Policy Education: Observations and Lessons from a Rural Iowa County" (Padgett); "Groundwater Policy Education Project: North Carolina" (Danielson); "Emerging Rural Farm-Nonfarm Conflicts: Whose Preferences Count?" (Lohr, Harvey); "Wetlands and Endangered Species: Educational Assistance Needs of Extension Educators" (House, Greenway); "Resource Issues and Options—RIO: A Coordinated Approach to Education on Natural Resource Issues" (Cleaves, Reed); and "Public Policy Education for Wetlands Issues" (Johnson). In the section on the rural social infrastructure are these four presentations: "Reinvesting in the Social Infrastructure of Communities" (Harvey); "The State of the Rural Health Care System" (McDowell); "Alternatives and Consequences of Health Care Prototypes and Developing a Public Policy Education Program" (Fretwell, Feeney); and "Rural Elementary and Secondary Education: Funding and Allocation Issues" (Jones, McNamara). The section on domestic consequences of evolving international trade contains these three papers: "How NAFTA (North American Free Trade Agreement) Will Affect Agriculture in the United States: Regional Impacts" (Sumner); "International Trade Policy: Challenges and Opportunities for U.S. Agriculture" (Sanders, Rosson); and "Social Indicators, Basebook, Baseline, and Indicator Model" (Womack). Other contents include lists of invited poster/display session topics and conference participants. (YLB)

ED 355 354 CE 063 135

Sheets, Robert G.

Building a World-Class Front-Line Workforce: The Need for Occupational Skill Standards in State Workforce Preparation Programs. EQW Working Papers.

National Center on the Educational Quality of the Workforce, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—R117Q00011-91

Note—43p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Competition, Economic Development, Educational Certificates, Educational Change, *Federal State Relationship, Government Role, *Job Skills, Job Training, *Labor Force Development, Occupational Information, Postsecondary Education, Secondary Education, State Government, *State Programs, *State Standards, Statewide Planning, Student Certification, Two Year Colleges

Identifiers—*National Standards, Tech Prep

Establishment of a national-state system of world-class occupational skill standards is a first step in restructuring adult vocational-technical education and job training programs. Occupational skills standards provide the necessary foundation for addressing three major state policy issues: the state's proper role in private work-based training, improved effectiveness and efficiency of public programs, and development of a public-private credentialing system that promotes worker mobility. The German Dual System has been proposed as a model for transforming the vocational education and job training system in the United States. As shown by the Illinois Manufacturing Tech Prep Project, development of national skill standards should be based on certain assumptions about the role and structure of skill standards in state work force preparation programs: development of world-class standards, need for basic enabling skills and independent role performance, standards based on federal-state labor market policies, state education goals and implementation of applied academics, and skill assessment and credentialing. A national-state system of occupational skill standards can be constructed by building the following national-state systems: industry skill corporations, training occupations, occupational skill standards, professional and technical credentials, performance standards systems, and regulatory policies for public and private training providers. Appendices include three figures and sample skill standards from the Illinois Tech Prep Project. (Contains 38 references.) (YLB)

ED 355 355 CE 063 167

Meese, Edwin III

Community Policing and the Police Officer.

Department of Justice, Washington, D.C. National Inst. of Justice; Harvard Univ., Cambridge, Mass. Kennedy School of Government.

Pub Date—Jan 93

Note—13p.

Journal Cit.—Perspectives on Policing; n15 Jan 1993

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Community, Community Cooperation, Crime Prevention, Futures (of Society), Higher Education, *Innovation, *Job Skills, Job Training, *Police, *Police Action, *Police Community Relationship, *Police Education, Social Support Groups

Identifiers—*Community Policing

The new philosophy of police work has been called "community policing," a term that includes problem-solving techniques, strategic use of resources, and increasingly sophisticated investigative capabilities. The success of new policing strategies depends on the ability to recruit, develop, and field a group of officers who understand their roles in peacekeeping, community service, and crime fighting. More fundamental than the necessary change in skills is the change in the basic position of the police officer. The military system has been called into question as a proper model for the new vision of police professionalism. One way to improve the quality and professionalism is to change the titles and rank structure. The management structure needs to be changed, since community policing envisions the empowerment of officers. Police departments must select innovative, self-disciplined, and self-motivated individuals. A college education appears to be necessary or at least desirable. Training

in the concepts of community policing must be reflected throughout recruiting and the training program. Changing the supervisory style to reflect the values and techniques of community policing is of critical importance. Other important parts of the community policing officer's success and personal satisfaction are field support, relationships within the police department, and effective systems for monitoring, evaluating, and, when necessary, disciplining police conduct. (45 endnotes.) (YLB)

ED 355 356 CE 063 171

Rasmussen, Bonnie

Pre-SPC Math for Foundry Workers. A Lesson Developed for Robinson Foundry and Bodine-Robinson as Part of a National Workplace Literacy Program.

Central Alabama Community Coll., Alexander City.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Mar 93

Note—81p.; For related workplace literacy basic skills documents, see ED 352 463-464.

Pub Type—Guides—Classroom—Teacher (052)—Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Addition, Adult Basic Education, Arithmetic, Decimal Fractions, *Foundries, *Individualized Instruction, Instructional Materials, Integrated Curriculum, *Mathematics Instruction, Metal Industry, Metal Working, *Pacing, *Quality Control, Standards, Subtraction, Units of Study

Identifiers—National Workplace Literacy Program, *Statistical Process Control, *Workplace Literacy
Developed as part of a National Workplace Literacy Program, this lesson focuses on terms and mathematical operations associated with Statistical Process Control (SPC) in the foundry industry. With appropriate assistance and preparatory work, workers testing between grades 4 and 9 on the Test of Adult Basic Education Locator should be able to use the lesson. The individualized lesson is intended to supplement small-group SPC activities. It teaches terms and mathematics used in quality control at Bodine-Robinson and Robinson Foundry. Reading material is followed by questions that ask about the instructional material. Some terms that are covered include key characteristic, specification, aim, and control limits. Mathematics areas include adding and subtracting SPC measurements, adding and subtracting decimals, figuring averages, and figuring ranges. A true-false quiz on the material is provided. (YLB)

ED 355 357 CE 063 176

Connell, James V., Ed.

Summary of Research on Implementing Whole Language Learning in Adult Basic Education Settings.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Adult and Community Services.

Pub Date—[92]

Note—70p.

Pub Type—Reports—Research (143)—Collected Works—General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, *Classroom Techniques, Educational Research, *Faculty Development, *Literacy Education, *Program Implementation, Staff Development, Student Attitudes, Teacher Attitudes, Teaching Methods, *Whole Language Approach

This summary reports on a research project that looked at the relationship of whole language instruction to adult basic education (ABE) learning. It begins with the background of the three research projects. This section discusses the staff development program that enabled teachers to understand whole language, its principles, and its strategies and the research projects that were conducted simultaneously with the staff development program as ABE teachers began to implement whole language in the classroom. The next section provides an abstract from the 1990 National Reading Conference symposium presentation "Implementing Whole Language Learning in Adult Basic Education Settings", summarizing three reports. The research reports include: "Implementing Whole Language Learning: Adult Literacy Teachers' Problems and Concerns" (Padak et al.); "An Interim Research Report of the Influence of a Staff Development Process Emphasizing Whole Language Teaching Principles on ABE Teachers' Perceptions of Literacy and Their

Literacy Teaching Practices" (Connell et al.); and "Adult Basic Education on Learners' Perceptions of Literacy Learning at the Onset of Implementation of Whole Language Instructional Practices" (Padak). The two final sections highlight eight insights gleaned from the research reports and suggest future research projects. (YLB)

ED 355 358 CE 063 177

Technology Education Demonstration Project. Final Report.

Appalachian Technology Education Consortium, Morgantown, WV.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—[92]

Contract—V23QA0

Note—54p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Demonstration Programs, Inservice Teacher Education, Institutes (Training Programs), *Integrated Curriculum, *Learning Modules, *Material Development, Mathematics, Pretests Posttests, *Professional Development, Program Development, Program Evaluation, Program Implementation, Sciences, Secondary Education, Technological Literacy, *Technology Education

Identifiers—Appalachia

Year 1 of the Appalachian Technology Education Consortium Demonstration Project began with formation of an executive committee to serve as the managerial arm and establishment of a board of directors to determine policy direction. Other activities included planning for external evaluation, recruiting of demonstration and observer schools, and establishment of a Professional Development Resource Center (PDRC) at each of four consortium member institutions. Concept-based technology instructional modules that integrated concepts from mathematics and science were developed in three areas: communication, production, and transportation. Modules underwent a content review and were tested in secondary technology classrooms in Pennsylvania. Companion pre-post technological concept literacy tests were developed. Three Teacher Capability Institutes (TCIs) were conducted. The final phase was teaching of the modules in demonstration schools. During Year 2, private sector funding efforts and PDRCs were continued, the last modules were developed, literacy tests were developed and analyzed, the last TCIs were conducted, and modules were demonstrated and disseminated. The management team carried out the primary aspects of the evaluation plan, including site visits and analysis of module performance. (Appendixes include evaluation letters and a replication handbook that lists by topic how the project was conducted, points out problem areas, and offers suggestions to alleviate difficulties.) (YLB)

ED 355 359 CE 063 182

Occupational Profiles in Environmental Protection.

European Centre for the Development of Vocational Training, Berlin (Germany).

Pub Date—Mar 93

Note—12p.

Journal Cit—CEDEFOP Flash; n1 Mar 1993

Pub Type—Collected Works—Serials (022)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chemical Industry, Comparative Analysis, Employment Qualifications, Entry Workers, Environmental Standards, *Environmental Technicians, Foreign Countries, Job Analysis, *Job Skills, *Metal Industry, *Occupational Information, Pollution, *Public Sector

Identifiers—*Environmental Protection, Germany, Italy, Spain, United Kingdom

Two pilot projects on environmental profiles in the chemical and metal industries and in the public sector were conducted in four countries. Two aspects were studied: job requirements in selected enterprises and departments of the civil service and the occupational competencies of the staff carrying out these tasks. Studies on the chemical and metal industries were conducted in 20 enterprises in Italy, Germany, and the United Kingdom. Spain joined the project later. The enterprises had between 100 and 26,000 employees. The four most important reasons why companies became active in environmental protection were environmental legislation, staff awareness, pressure of public opinion, and direct economic benefits. The 78 occupational profiles

in the chemical and metal industries that were examined did not resemble each other. Occupations were classified under three main functional groups that took into account scope of responsibilities, important job content, priority given to occupations, and where occupations fitted into the hierarchy of the department. A description was developed that outlined the typical constellation of tasks of each occupation, typical competencies necessary to perform them, training qualifications, and entry requirements for the position. Initial findings of a comparative analysis of public sector occupations indicated a great similarity in the overall structure of the occupational profiles in the countries. The profiles were less complex than in industry, and the formal initial training less frequently involved higher education qualifications. (YLB)

ED 355 360 CE 063 183

Melis, Africa, Ed. Peigne, Florence, Ed.

International Meeting on Business Start-up (Lille, France, November 26-28, 1992).

European Centre for the Development of Vocational Training, Berlin (Germany).

Pub Date—92

Note—12p.

Journal Cit—CEDEFOP Flash; n8 1992

Pub Type—Reports—Descriptive (141)—Collected Works—Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Business, *Business Administration, Career Counseling, Careers, Economic Opportunities, *Entrepreneurship, *Financial Support, Foreign Countries, Free Enterprise System, Job Skills, *Job Training, Risk, Self Employment, *Small Businesses

Identifiers—France, Portugal

An international meeting explored work on business start-up undertaken jointly by CEDEFOP (European Centre for the Development of Vocational Training) and France's Agence Nationale pour la création d'entreprise. One opening presentation (Melis) addressed the basic idea underlying the research: to identify and highlight the role of training and counseling as support measures for business starters. "Description of the Current Situation of Business Start-Up" (Letowski) presented the situation country by country. Sixteen recommendations (Le Marois) were presented that dealt with studies required to improve an understanding of business start-up, development of support measures for business starters, and improvement of these support policies. The roundtable on "Counseling and Training before, during, and after Start-Up" considered nurseries for new businesses, training given to business starters by the Chambers of Commerce and Industry in France, and prestart-up training. The roundtable on "The Promotion of Entrepreneurial Spirit" highlighted various modes of intervention: awareness campaigns, Portugal's support service for business start-up, models for teaching of business management, and support other than financial assistance. The roundtable on "Financing of Business Start-Up" addressed the banker's role, funding sources other than banks, counseling, and guarantees. A closing presentation (Muller) focused on the increased quantity and quality of data regarding business start-up, professionalism, and transferability value of projects. (YLB)

ED 355 361 CE 063 184

Ohio Vocational Education and Its Relationship to America 2000.

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Pub Date—Jan 92

Note—12p.

Pub Type—Reports—General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Adult Literacy, Basic Skills, *Educational Improvement, *Educational Planning, Elementary Secondary Education, *Futures (of Society), High Risk Students, Integrated Curriculum, Lifelong Learning, Literacy Education, Postsecondary Education, School Readiness, *State Programs, Student Organizations, Technology Education, *Vocational Education

Identifiers—America 2000, *National Education Goals 1990, *Ohio

Ohio's mission in the 1990s is to prepare youth and adults to make informed choices and to enter, compete, and advance successfully in the changing work world. One way to measure Ohio's progress is to examine the Ohio vocational system and its direct relationship to the National Education Goals

presented in America 2000. Goal 1 is readiness for school. Students enrolled in occupational child care vocational programs are learning to provide high quality, developmentally appropriate learning and care. Parenting education for students and parents is offered. Goal 2 is high school completion. Programs for at-risk students include Occupational Work Adjustment, Occupational Work Experience, Impact, and Graduation, Reality, and Dual-Role Skills. Goal 3 is student achievement and citizenship. State competency tests for vocational programs and a statewide system of core standards and performance measures are planned. Goal 4 is achievement in science and mathematics. Tech prep requirements, applied academics, and principles of technology courses strengthen math and science skills. Goal 5 involves adult literacy and lifelong learning. Ohio's Competency Analysis Profiles are being completed, tech prep programs prepare completers with advanced skills in high technology occupations, and Ohio's Adult Vocational Education Full-Service Centers enhance on-the-job performance and improve quality of work life. Goal 6 is safe, disciplined, and drug-free schools. Vocational student organizations are active in antidrug and alcohol campaigns. (YLB)

ED 355 362 CE 063 186
Iowa Vocational Assessment System. Final Report
for FY 90-91.

Iowa State Univ. of Science and Technology, Ames. Spons Agency—Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.

Pub Date—18 Jul 91
Contract—FCS-91-04-04
Note—64p.

Pub Type—Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, *Competency Based Education, *Curriculum Evaluation, Postsecondary Education, *Resource Centers, Secondary Education, *State Programs, Statewide Planning, Student Evaluation, Teacher Evaluation, *Technical Assistance, Testing, Test Interpretation, *Vocational Education, Vocational Evaluation.

Identifiers—*Iowa Vocational Assessment System. The Iowa Vocational Assessment System (IVAS) conducted extensive research and developed an assessment model appropriate for use by local education agencies to assess competency-based curriculum. Two school districts requested and administered the Iowa Career Education Inventory with IVAS assistance in administration, scoring, and interpretation of results. Numerous activities were directed toward providing National Occupational Competency Testing Institute (NOCTI) examination information, including establishment of policies and procedures for administration and scoring of exams, identification of new technical profs to administer the exams, and administration of the exam. Iowa instructors continued to score higher than the national average on the NOCTI exams. Assessment completers were pleased with scoring procedures and data interpretation results. (Appendixes, amounting to over one-half of the report, include the Iowa vocational education student assessment model. This model identifies factors within each of three components: input, process and output. Each factor is detailed with suggested comments, strategies, or techniques to consider when developing a local student assessment model. A second appendix is an IVAS rationale and position paper that explains the need for expanding the IVAS assessment services, traditional assessment system, new proactive IVAS system, role of a state assessment advisory council, and benefits of developing a new assessment model.) (YLB)

ED 355 363 CE 063 187
Hospital Nurse Aide. Revised.

Iowa Univ., Iowa City. Coll. of Education. Spons Agency—Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.

Pub Date—Jun 91
Contract—FCS-91-03-06
Note—87p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Allied Health Occupations Education, Competency Based Education, Course Content, Course Descriptions, *Curriculum Development, *Health Services, Hospitals, *Nurses Aides, Postsecondary Education, State-

wide Planning
Identifiers—Iowa

This report presents results of a project to revise the current 120-hour advanced nurse aide course to include all recommended minimum competencies. A three-page description of project objectives, activities, and outcomes is followed by a list of the competencies for the 75-hour nurse aide course for long-term care and for the 120-hour advanced nurse aide course. The revised 130-hour course follows. It contains a course description, outline of methods for delivering the course, and recommendations for course instructor and evaluation. A list is provided of those competencies that the nurse aide should have following completion of this course, in addition to those achieved in the 75-hour course. The course contains four units: introduction to acute care, providing basic nursing care in acute care setting, caring for patients on special units, and emergency situations and cardiopulmonary resuscitation. Components of each unit are unit overview, recommended time requirement, objectives, content outline, and methods of instruction. A resource list is provided. Five skills checklists are also attached: admitting a patient, transferring a patient, discharging a patient, isolation technique, and assisting patient with deep breathing exercises. Each checklist lists necessary equipment and skills to be evaluated. (YLB)

ED 355 364 CE 063 188
Marketing Education Regional Staff Development. Final Report.

Kirkwood Community Coll., Cedar Rapids, Iowa. Spons Agency—Iowa State Dept. of Education, Des Moines. Bureau of Career and Vocational Education.

Pub Date—15 Jul 91
Contract—91-57-9910
Note—108p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Competency Based Education, Course Descriptions, Diffusion (Communication), *Distributive Education, Entrepreneurship, Information Dissemination, Inservice Teacher Education, *Marketing Models, Postsecondary Education, Program Development, *Program Guides, Secondary Education, State Programs, *State Standards, Statewide Planning.

Identifiers—Iowa

This report presents results of a project to identify alternative delivery systems for marketing education and to disseminate marketing education resource information. It describes project objectives and activities, including development of a regional delivery approach, preparation of trainers to conduct regional inservice meetings, and regional inservice training for superintendents, instructors, and curriculum coordinators at the secondary and postsecondary levels. The two-page report is followed by an evaluation instrument used to receive feedback on inservice training. The majority of the report consists of material presented at the inservice programs on Iowa's new vocational education standards and the model programs for marketing education. A draft marketing program guide contains an overview of the discipline, goals, mission statement, and curriculum framework. The model programs section begins with secondary-level course options and course descriptions. Marketing education competencies are presented in an organizational diagram followed by a competency summary and competency/objective listing. A state infusion summary and sample student record are provided. The model program for the postsecondary level is then presented, giving program options, course options, and course descriptions. Other contents include information on professional literature and organizations and lists of state minimum competencies for general marketing and entrepreneurship. (YLB)

ED 355 365 CE 063 190
National Workplace Literacy Program. Final Report.

Illinois Eastern Community Colleges, Olney. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—14 Dec 92
Note—32p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Adult Basic Education, Adult Literacy, Asian Americans, *Blueprints, Curriculum Development, *English

(Second Language), Functional Literacy, Illiteracy, Job Analysis, *Job Skills, Labor Force Development, *Literacy Education, Mathematics Skills, Pretests Posttests, Program Development, Program Evaluation, Reading Skills, Staff Development, Student Evaluation, *Technical Mathematics, Vietnamese People.

Identifiers—National Workplace Literacy Program, Snap On Tools, *Workplace Literacy.

The Snap-On Tools Workplace Literacy Grant developed a curriculum for training adult workers in technical math and reading, English as a Second Language (ESL), and blueprint reading. Curriculum development was based on a workplace audit. Reading levels increased an average of 0.8 of a grade level. Flexibility and implementation of adult student suggestions were important. Eighty-four percent of math students showed improvement. A big difficulty in the reading and math classes was the wide range of student needs. The blueprint reading class enhanced thinking skills of students by following through on lessons in work-related problems. A Vietnamese employee taught the ESL course. Vietnamese employees improved 100 percent in math skills and 87 percent in reading skills. All students were pre- and post-tested with the Adult Basic Learning Examination for the math portion and Slosson Oral Reading Test for the reading portion. Analysis of Advisor Rating Scale sheets indicated that 91 percent of participants improved their abilities on the job, in their supervisor's opinion. A project evaluation recommended greater communication between employer and employees, incentives of child care and transportation reimbursement in recruitment, greater individualization, and opportunity for student evaluation. (Other contents of the report are data tables, program information, and copies of evaluators' reports.) (YLB)

ED 355 366 CE 063 191
PHYS-MA-TECH. An Integrated Partnership.

Northern Illinois Univ., De Kalb. Dept. of Technology.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education; National Science Foundation, Washington, D.C.

Pub Date—92
Contract—TPE8953369
Note—728p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF04/PC30 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Development, Educational Change, Educational Cooperation, Educational Innovation, High Schools, Institutional Cooperation, *Integrated Curriculum, Learning Modules, *Mathematics, Mathematics Curriculum, *Physics, *Science Curriculum, Teaching Methods, Team Teaching, *Technology, *Technology Education, Vocational Education.

Identifiers—Illinois

This document contains 45 integrated physics, mathematics, and technology curriculum modules developed by teachers at 5 Illinois schools. An introduction discusses the collaborative project, in which teams of one mathematics, physics, and technology teacher from each school developed innovative instructional delivery models that enabled the three teachers to teach the integrated content together and develop curriculum modules (activities). The five integrated instructional models are described, and evaluation findings are reported. Activities are presented by high school. Components of each activity are as follows: technological framework; purpose; Illinois learner outcomes; concepts; prerequisites; materials, equipment, apparatus; time frame; teaching strategies; teaching methodology; further fields of investigation; procedure; anticipated problems; evaluation; follow-up activities; references, resources, vendors; and figures, postlab questions, and mathematics worksheets. Topics include the following: laser burglar alarm; capacitance; relative humidity sensors; variable resistor; industrial safety; fiber optics; development of a solar-powered transporter; Hall Effect; reflection holography; photosensitive devices; curved mirrors; sensors in an automated industrial system; separation systems aspirator/screens; metered mixture with augers; grain moisture tester; nozzles and spraying; plow/force; soil compaction; belt sander; variable resistance; exercise machines; generator; laser survey; power tools; ultrasound; computer operated lathe; automated assembly line with scrobit; addition of velocity vectors; measuring buoyancy with force transducer; torque wrench lab; computer

interfaced thermocouple; fiber optics multiplexing system; inertia welder; electromagnetic door control; smoke alarm; programmable home thermostat; xerography; bar coding; cryogenics; centrifuge; commercial ice machines; and AM/FM signals. (YL8)

ED 355 367 CE 063 192

Skills Today for Tomorrow. A Workplace Literacy Consortium for the Printing Industry March 1991-November 1992. Final Report.
Catonsville Community Coll., Md.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
Pub Date—Feb 93
Contract—V198A10280
Note—225p.; For a graphic arts curriculum, see CE 063 193.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Adult Programs, Basic Skills, *Literacy Education, Mathematics Instruction, *On the Job Training, *Printing, Problem Solving, *Program Implementation, Publishing Industry, Reading Instruction, Student Recruitment
Identifiers—Partnerships in Education, *Workplace Literacy

A cooperative project received a federal education grant to provide workplace literacy education in communications, mathematics, and problem-solving skills for the printing/graphic arts industry. Partners in the 18-month program were Catonsville Community College in Baltimore (Maryland), the printing industries of Maryland and Southern Pennsylvania, and several area printing/graphic arts companies. Program components included the following: recruitment of company participants through the trade association, recruitment of employee participants, assessment of need among volunteers, assignment of employees to courses and levels according to the assessment, and courses conducted in-house by community college instructors or company training officers at the levels specified. Curriculum materials were developed through a needs assessment and were specific to the printing industry. Employee assessment was conducted carefully to avoid the mention of "testing" and to ensure confidentiality. Twelve-week sessions of classes were held according to identified needs. Employees were enthusiastic about the classes and a high level of participation was achieved. Employers also were enthusiastic about the classes and their effects on the employees, except when participation took employees off the floor at peak periods. (Appendixes to the report include the following: samples of management meeting handouts, sample marketing material, a Cloze document used for assessment, Comprehensive Adult Student Assessment System student profile/competency sheets, individual learning plan, learner competency profile sheets, literacy task analysis documents, participant recognition certificate, intake and follow-up participant questionnaires, a course evaluation form, a supervisor survey, publicity and press clippings, and an outside evaluator's final evaluation report, which questioned the effectiveness of the assessment instrument used and reported that supervisors saw no change in employee performance.) (KC)

ED 355 368 CE 063 193

Skills Today for Tomorrow. A Basic Skills Curriculum for the Graphic Arts Industry.
Catonsville Community Coll., Md.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
Pub Date—92
Contract—V198A10280
Note—292p.; For a final report, see CE 063 192.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Adult Programs, Basic Skills, Curriculum Guides, Learning Activities, Lesson Plans, *Literacy Education, *Mathematics Instruction, *On the Job Training, *Printing, *Problem Solving, Program Implementation, Publishing Industry, *Reading Instruction, Teaching Methods
Identifiers—Partnerships in Education, *Workplace Literacy

This curriculum guide provides lesson plans and student activities for instruction in reading, mathematics, and writing for adults in the printing/graphic arts industry. It was developed through a federal

education grant for a cooperative workplace literacy program involving Catonsville Community College in Baltimore, the printing industries of Maryland and Southern Pennsylvania, and several area printing/graphic arts companies. The curriculum guide contains competencies for each of the three areas identified as essential for the industry, activities correlated to the competencies, and answer keys for the activities. Activities include sample workplace problems and jobs, crossword puzzles, and information searches using workplace materials. Seven competencies relate to reading: alphabetical order, job-specific vocabulary, abbreviations and symbols, locating information, following directions, drawing conclusions, and interpreting nonprose materials. Eleven math competencies involve solving problems using the following: whole numbers; estimating and rounding; averages; decimals; fractions and mixed numbers; time calculations; ratios and proportions; English/metric units; percents; fractions, decimals, and percentages; and data from graphs and charts. There are six writing competencies: standard English grammar, spelling and punctuation, recording information, message taking, short notes and memos, and letter writing. (KC)

ED 355 369 CE 063 194

Teamsters Workplace Literacy in the Trucking Industry Project. Final Performance Report.
Minnesota Teamsters Service Bureau, Minneapolis; Northeast Metro Technical Coll., Minneapolis.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
Pub Date—Feb 93
Contract—V198A10243
Note—39p.; For related documents, see CE 063 195-197.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, *Curriculum Development, *Literacy Education, Mathematics Instruction, *On the Job Training, *Program Implementation, Reading Instruction, Skill Development, Two Year Colleges, Unions

Identifiers—Commercial Drivers License, *Truck Drivers, *Workplace Literacy

A workplace literacy project was conducted cooperatively through the Minnesota Teamsters Service Bureau and Northeast Metro Technical College. Project objectives, which were met, included the following: (1) establishing a project steering committee; (2) developing workplace literacy curriculum materials and resources specific to commercial vehicle operators (primarily at Consolidated Freightways); (3) training literacy instructors and project staff; (4) conducting training courses for 225-250 commercial vehicle operators in two industry sites using an open-entry/open-exit, competency-based format; (5) developing and making available family support services; and (6) producing and disseminating products and project reports to national, state and local sources. The curriculum materials developed covered these subjects: commercial driver's license, basic job-related mathematics, reading and comprehension, and computer skills. Analysis instruments, evaluation instruments, and a resource guide were also developed. (This project report includes an evaluation chart, a functional analysis summary report, an evaluation report, training and job skills survey, comprehensive task list, task analysis, supervisor questionnaire, and forms used during the project.) (KC)

ED 355 370 CE 063 195

Commercial Drivers License Workplace Literacy Project. Learning Modules.
Minnesota Teamsters Service Bureau, Minneapolis; Northeast Metro Technical Coll., Minneapolis.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
Pub Date—92
Contract—V198A10243
Note—211p.; For related documents, see CE 063 194-197.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Competency, Competency Based Education, English Instruction, *Jargon, Learning Modules, *Literacy Education, On the Job Training, *Records (Forms), Skill Develop-

ment, Teaching Methods, *Technical Writing, Two Year Colleges, *Writing Instruction
Identifiers—Commercial Drivers License, *Truck Drivers, *Workplace Literacy

These three learning modules were developed for a workplace literacy project conducted cooperatively through the Minnesota Teamsters Service Bureau and Northeast Metro Technical College. They are part of the job-specific curriculum for commercial truck drivers developed during the project. The three modules, "Managing the Paperwork," "Writing for Trucking," and "Using Trucking Language," list the skills required to complete the module. They include sections of learning activities correlated with resources and ways of completing the activities, information sheets, and exercises. The instructor's guide contains test items and answers for all three learning modules. (KC)

ED 355 371 CE 063 196

Commercial Drivers License Workplace Literacy Project. Preparatory Course.
Minnesota Teamsters Service Bureau, Minneapolis; Northeast Metro Technical Coll., Minneapolis.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—92
Contract—V198A10243
Note—82p.; For related documents, see CE 063 194-197.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Competency, Competency Based Education, *Educational Resources, Learning Modules, *Licensing Examinations (Professions), *Literacy Education, On the Job Training, Skill Development, Teaching Methods, Two Year Colleges

Identifiers—Commercial Drivers License, *Truck Drivers, Workplace Literacy

This course syllabus was developed for a workplace literacy project conducted cooperatively through the Minnesota Teamsters Service Bureau and Northeast Metro Technical College. It is part of the job-specific curriculum for commercial truck drivers developed during the project. This guide lists the courses necessary to complete a 24-credit diploma program in truck driver training leading to a commercial driver's license. The guide contains an outline of an introductory lecture, a description of the program, a list of required courses and electives, and course descriptions for the 18 course in the program. Each course description includes a short summary of the course content, text and references required, course goals, expected student contribution, course evaluation, and course schedule. The resource guide packaged with the curriculum guide lists manuals, booklets, videotapes, and audiotapes correlated with the curriculum guide of the commercial driver's course. It also describes the calculator mathematics and computer training courses developed during the project. (KC)

ED 355 372 CE 063 197

Commercial Drivers License Workplace Literacy Project. Computer Training.
Minnesota Teamsters Service Bureau, Minneapolis; Northeast Metro Technical Coll., Minneapolis.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—92
Contract—V198A10243
Note—198p.; For related documents, see CE 063 194-196.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Calculators, Competency, Competency Based Education, *Computer Literacy, *Database Management Systems, Educational Resources, Learning Modules, Licensing Examinations (Professions), *Literacy Education, Mathematics Instruction, On the Job Training, Skill Development, Spreadsheets, Teaching Methods, Two Year Colleges, *Word Processing
Identifiers—Commercial Drivers License, *Truck Drivers, *Workplace Literacy

These course outlines and instructor's guides were developed for a workplace literacy project conducted cooperatively through the Minnesota Team-

sters Service Bureau and Northeast Metro Technical College. They are part of the job-specific curriculum for commercial truck drivers developed during the project. The beginning computer course introduces IBM computers and familiarizes students with the Disk Operating System (DOS), then presents an overview of computer applications in word processing, electronic spreadsheets, and database management. The second computer course is designed to continue computer exploration in greater depth; it is meant to familiarize students with the top 20 DOS commands. The word processing course is a three-session workshop that teaches students to use the PC-TYPE program. Another three-session course teaches the use of PC-CALC electronic spreadsheets. The last course, calculator math, is correlated with a required textbook (*Math Skills that Work*). Topics covered the following: decimals, fractions, percentages, interest rates, estimating, English and metric measurements, and analyzing data using charts and graphs. Each course guide contains some or all of the following: performance objectives, text references, suggested handouts, length of time, topic outline with tips and hints, pre/posttests, and worksheets. Course evaluation forms also are included in each packet. (KC)

ED 355 373 CE 063 199

Siefer, Nancy Latkiewicz, John
Third Project Evaluation Report—Summative for
Salt Lake Community College.
Salt Lake Community Coll., UT.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
Pub Date—15 Aug 92
Contract—V198A00091
Note—102p.

Pub Type—Reports—Evaluative (142)
EDRS Price—MF01/PC05 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Evaluation Methods, *Literacy Education, *Manufacturing Industry, *On the Job Training, Outcomes of Education, Postsecondary Education, Program Development, *Program Effectiveness, Program Evaluation, Program Implementation
Identifiers—*Statistical Process Control, *Workplace Literacy

Through a federal grant, Salt Lake Community College (Utah), in conjunction with two area industries, implemented a workplace literacy project to serve 225 employees. The training included work-related curriculum and instruction in reading, English as a Second Language, oral communication skills, written communication skills, mathematics, and Pre-Statistical Process Control (SPC). A total of 360 employees participated in 40 training sessions during the 18 months of the grant's operation. The curriculum was developed with the help of advisory committees from the two industries (a semiconductor manufacturer and a sheet metal fabrication plant making computer casings). Subject matter was decided through literacy audits. Checklists, supervisors' rating sheets, students' and instructors' evaluations, personal interviews, and anecdotal summaries were used to assess the impact of the instruction upon the workers and the companies. This evaluation provided "hard" data indicating that the participating employees improved measurably in the areas targeted by the assessment. The evaluation plan also derived "soft" data in which the workers indicated other significant gains, such as increases in reading the daily newspaper, increased involvement in their children's homework and school activities, and improved self-confidence and self-esteem. (Extensive appendices contain the following: sample reports of class results, a conference brochure, and the project director's report, including an overview, performance report, project objectives, recommendations, a list of dissemination activities, and project documents.) (KC)

ED 355 374 CE 063 202

Drier, Harry N. Gysbers, Norman C.
Guidance and Counseling Programs for the Year 2000 and Beyond: Strengthening Work-Related Education & Training.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
Spons Agency—American Vocational Association, Alexandria, VA. Guidance Div.; Career, Education, and Training Associates, Inc., Columbus, OH.; National Consortium of State Career Guidance Supervisors, Columbus, OH.
Pub Date—93

Note—20p.; Update of ED 197 208 and ED 300 596.

Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Special Publication No. 58N: \$2.50).

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, Educational Needs, *Educational Policy, *Education Work Relationship, Elementary Secondary Education, Futures (of Society), Guidance Objectives, Guidance Personnel, Guidance Programs, *Labor Force Development, Policy Formation, Postsecondary Education, *Program Improvement, *School Guidance

This paper highlights the centrality and importance of quality guidance and counseling programs in national efforts to implement educational reform. Such reform is essential for excellence in the initial preparation and skill development of youth and adults to ensure the country's competitive position in world markets and to improve work role satisfaction. The paper first describes the history of guidance and counseling programs and then outlines important changes in the structures and strategies of guidance and counseling. Descriptions of the providers, settings, and expectations of guidance and counseling programs are then provided, showing that by far the greatest number of guidance and counseling staff work in elementary and secondary schools. Following are summaries of how guidance and counseling personnel meet local, state, and national needs in a number of areas: improved school involvement and performance, personal and interpersonal work skills, preparation for careers, career planning skills, and career awareness and exploration. Five basic premises from which guidance and counseling programs in schools can be developed are advanced: (1) guidance is a program; (2) guidance and counseling programs are developmental and comprehensive; (3) guidance and counseling programs focus on individuals' competencies, not just their deficiencies; (4) guidance and counseling programs are built on a team approach; and (5) guidance and counseling programs mandate articulation. Finally, the paper calls for improved support and resources for guidance and counseling programs in order to improve program outcomes for all students. (KC)

ED 355 375 CE 063 207

Cardinale, Loretta A.
Implementing Gilbert's PIP Formula in the Workplace.

Pub Date—27 Mar 91

Note—8p.; Paper presented at a Meeting of the Southeastern Virginia Chapter of the American Society for Training and Development (March 27, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, Community Colleges, *Competence, Cost Effectiveness, *Evaluation Criteria, *Evaluation Methods, Improvement, Job Training, Needs Assessment, *Performance, Performance Factors, Publishing Industry, Two Year Colleges

Identifiers—Gilbert (Thomas), *Potential for Improving Performance

Gilbert (1978) developed a Potential for Improving Performance (PIP) formula based on worth, value, and cost. Worth related the value of a performance to its cost. The PIP related the worth of exemplary performance to the worth of average performance. This offered an opportunity for improvement by making appropriate changes through training or other means. Application of Gilbert's PIP formula to an assessment of training needs resolved a training decision in a collating department. A permanent staff of five workers who assembled sample books was supplemented with regular temporary workers. Rank ordering of data according to employee experience showed newer employees produced fewer books. By using the group configuration, experienced employees' productivity decreased. The decision was made to train one trainer and standardize procedures by establishing a stationary training workstation for new employees. Gilbert's PIP formula was also applied to chemistry courses in a community college. Due to increased demand, reducing lab time was considered. Two instructors of chemistry laboratory sessions logged the amount of time students required to complete the lab. Observation of lab sessions showed that,

when the instructor required students to read the lab handout ahead of time and complete a quiz at the beginning of the lab, students finished sooner. The PIP differed from traditional measures by taking the view that people will perform according to their potential when given the opportunity and offered an alternative to extensive statistical data analysis. (YLB)

ED 355 376 CE 063 209

Kapes, Jerome T. And Others
Career Assessment Instruments for Vocational Students with Special Needs.

Pub Date—7 Dec 92

Note—30p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 7, 1992). For related documents, see ED 341 823, ED 344 068, and ED 345 035.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Ability Tests, Career Choice, Career Counseling, Career Guidance, Career Planning, Diagnostic Tests, Disabilities, Disadvantaged, *Interest Inventories, Occupational Tests, Scores, Secondary Education, Special Education, *Special Needs Students, Student Evaluation, Testing, Test Norms, Test Reliability, *Test Reviews, Test Validity, *Vocational Aptitude, Vocational Education, *Vocational Evaluation, Vocational Interests

This paper reviews the 12 career assessment instruments that have been found to be most used in Texas with students with special needs. Two tables list the instruments along with the opinions of users concerning their qualities. The reviews follow a standard outline. Each review is one to two pages in length and provides this information: title, publisher, population, purpose and description, administration and scoring, scales/scores, norms, reliability and validity, comments, and cost. These instruments are reviewed: Apticom; Career Ability Placement Survey (CAPS); Career Occupational Preference System (COPS); Differential Aptitude Test (DAT); McCarron-Dial System (MDS); Occupational Aptitude Survey and Interest Schedule—Second Edition (OASIS-2); Prevocational Assessment Screen (PAS); The Pictorial Inventory of Careers (PIC); Reading Free Vocational Interest Inventory (R-FVII); Social and Prevocational Information Battery—Revised (SPIB-R); Talent Assessment Program (TAP); and Wide Range Interest Opinion Test (WRIOT). (YLB)

ED 355 377 CE 063 210

Narrowing the Skills Gap: Workplace Literacy Programs in Canada. Final Report.

Ottawa Univ. (Ontario).

Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—Mar 93

Note—155p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Basic Skills, Foreign Countries, Job Skills, Job Training, *Literacy Education, *Program Development, Program Implementation, Skill Development

Identifiers—*Canada, *Workplace Literacy

This report documents, in case study format, eight workplace literacy programs in Canada. Introductory materials highlight conclusions and discuss reasons for undertaking the project to document the Canadian experience in basic skills training from the perspective of the employer and employee and program design. Each case study or program profile describes the major factors involved in developing and sustaining basic skills training under the following categories: a program sketch, company background, human resource policy and issues, program description, services and training delivered, decision making about the program, impact of the program, barriers to implementation, policy influences, and advice to others planning a similar program. The following section discusses factors that lead to success in workplace education programs: broader perspective of education and learning, combined commitment, dynamic organizational structures, innovative programs, marketing and recruitment, meaningful support services, and funding resources. The final section summarizes advice to other companies planning similar programs under six major thoughts for consideration: a program grounded in a philosophy of practice, being responsible and responsive, participation and partnerships, communi-

cation and trust, taking the risk, and supportive services. The following programs are profiled: (1) Skills Enrichment Program—Ottawa General Hospital; (2) WEST (Workers Education for Skills Training) Program—Saskatchewan Wheat Pool; (3) Catalina Workplace Education Program—Fishery Products International; (4) Learning in the Workplace Program—Canadian Pacific Express and Transport; (5) Basic Skills Upgrading Program—SkillPlan; (6) Workplace Education Program—Dominion Bridge; (7) Basic Skills Education Program—Sucre Lantic; and (8) SeaGull Pewter and SilverSmith Ltd. Contains 44 references. (YLB)

ED 355 378 CE 063 212

Hollenbeck, Kevin M.

Private Sector Participation with Postsecondary Occupational Education Programs. Study Summary and Policy Recommendations. Ohio State Univ., Columbus. Center on Education and Training for Employment.

Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.

Pub Date—[89]

Note—16p. For a related report, see ED 307 405.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Business, Business Responsibility, *Corporate Support, Educational Planning, Educational Policy, Educational Research, Employer Attitudes, Federal Aid, Federal Government, Federal Legislation, Government Role, *Incentives, Motivation, Motivation Techniques, Postsecondary Education, *Private Sector, *School Business Relationship, School Support, *Vocational Education

A study collected and examined information on the nature and extent of business and postsecondary occupational program linkages. Findings from a survey of 661 employers indicated the following: (1) three-fourths had some involvement with postsecondary institutions; (2) modes of involvement identified most often were employee recruitment, advisory committees, cooperative education/internships, and training attended by current employees; (3) incentives for employers were source for recruitment, provision of expertise for better trained employees, and improved productivity of current employees; (4) barriers were inflexibility of postsecondary institutions, perceived disinterest in employer advice, and time constraints; and (5) the most effective strategy to promote involvement was personal contacts. Findings from telephone interviews with 76 administrators indicated that they perceived "image" as a major barrier to employer involvement. The most successful strategies for involving business were representation on institutional boards or program advisory committees and personal contacts. A role for governmental action was accepted, but administrators and employers preferred indirect assistance or unrestricted resources as opposed to direct mandates. Recommendations for institutions were planning for coordination activities, coordination at the instructor level, and follow-up with employers. Recommendations for employers were to encourage employee involvement with postsecondary institutions and to follow through on commitments and contributions. (YLB)

ED 355 379 CE 063 213

Green-Eide, Beth

A Comparison of the Mandatory Continuing Education (MCE) Requirements of the Regulated Health Occupations in Minnesota.

Pub Date—Jul 91

Note—144p. Master of Arts plan B paper, University of Minnesota.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Comparative Analysis, Dental Assistants, Dental Hygienists, Dentists, Educational Research, *Health Occupations, Licensing Examinations (Professions), Medical Education, Nurses, Nursing Education, Optometrists, Pharmaceutical Education, Pharmacists, Physical Therapy Aides, *Physicians, Physicians Assistants, Podiatry, *Professional Continuing Education, Professional Education, *Required Courses, Social Workers, State Licensing Boards, State Surveys, *Student Certification, Surgery, Therapists, Vocational Education

Identifiers—Chiropractors, *Mandatory Continuing Education, *Minnesota, Podiatrists, Surgeons
A study reviewed and compared initial and re-

newal practices for licensure/registration of 13 health care occupations regulated in the state of Minnesota. It examined mandatory continuing education (MCE) documentation and the practices of licensing boards in their enforcement of the MCE legislation. The Minnesota Statutes and Rules for the following 13 health care occupations were reviewed: (chiropractor; dental assistant; dental hygienist; dentist; marriage and family therapy; nurse; optometry; pharmacy; physical therapy; physician assistant; physician and surgeon, osteopath; podiatry; and social work). A data summary sheet developed for each occupation included initial requirements and continuing education renewal requirements. Executive directors were interviewed to clarify and expand on the data. Documents provided by licensing board staff were examined and reported on the data summary sheets. Findings indicated that two types of legal regulation were used: licensure and registration. The initial licensure requirements included minimum levels of schooling and completion of specific examinations for all 13 occupations. Renewal requirements were as follows: a reporting cycle ranging from 1-5 years; 15-75 hours required per cycle; and approved educational activities consisting of classroom/workshop and self-directed learning and independent study. Nine occupations used a program approval process; four used audits. Few disciplinary actions were taken as a result of failure to comply with the MCE requirement. The findings suggested that adult educators could assist professionals and licensing boards through needs assessment and program design. Appendixes include forms, and data summary sheets. (Contains 48 references.) (YLB)

ED 355 380 CE 063 214

Hater, John J.

Work Keys: Integrating Work Keys in the Business Environment.

Pub Date—14 Aug 92

Note—14p. Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14, 1992).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Basic Skills, Construct Validity, *Content Validity, Job Analysis, *Job Skills, Labor Force Development, Listening Skills, Occupational Tests, Reading Skills, Service Occupations, *Service Workers, Task Analysis, *Test Content, Testing, Test Items, *Test Use, Vocational Education, Writing Tests

Identifiers—Federal Express, *Work Keys (ACT)

Work Keys (occupational tests developed by American College Testing) could support an employer's human resource function in a number of ways: (1) communicating to educators the skill requirements for an employer's particular jobs on a national basis; (2) providing students with a realistic preview of skills needed for jobs and an assessment of their standing on those skills; (3) helping employers selection decisions; and (4) helping employers in need of upgrading their current work force. For most employers to use Work Keys assessments for selection decisions, the question is whether a content validation strategy will be adequate. A content strategy was used to validate the Reading for Information and Listening and Writing tests for the customer service agent job at Federal Express. Information from observations of and interviews with job incumbents and managers was used to develop task statements, ability statements, and task clusters. Fifty-eight task statements were put into a questionnaire that asked for two ratings for each task: how often it is performed and its importance. The ability questionnaire with 26 ability statements asked for 2 ratings from instructors: importance and when the ability was acquired. Linkages that were made between tasks and abilities were inferences concerning whether an ability was a prerequisite for performing the task. A Content Validity Panel of eight subject matter experts (SMEs) took the Work Keys tests. Data on response fidelity were gathered. All SMEs thought the tests were fair and valid measures of the skills used in the job. (YLB)

ED 355 381 CE 063 217

Mueller, Charles W. And Others

Assessing HIV Related Training Needs of Health Care Providers.

Pub Date—Nov 91

Note—29p. Paper presented at the Annual Meeting of the American Public Health Association (119th, Atlanta, GA, November 10-14, 1991).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, *Educational Needs, Educational Planning, Evaluation Methods, Health Occupations, *Health Personnel, *Needs Assessment, *Program Development, Program Effectiveness, Skill Development, Staff Development

Needs assessments enable program developers to address the unique characteristics of their target audiences and their environment. They have a number of useful purposes for AIDS (Acquired Immune Deficiency Syndrome) education and training. They inform program planning and implementation, provide baseline data, increase the potential for participation, offer opportunities for input from other key people, and educate respondents. Many AIDS Education and Training Programs sponsored by the National Institute of Mental Health have used questionnaires and interviews with targeted population groups, discussion group formats with advisory boards and community groups, key informant surveys, and postintervention follow-up assessments with participants. Differences in choice of strategy among programs depend on how the evaluators answered these questions: who was asked, what was assessed, how information was gathered, and how the information was used. The changing nature of the AIDS epidemic has been chronicled. The population of provider groups and their training needs have changed and will continue to change. Recommendations to new programs for future assessment of AIDS-related education and training include the following: consider the position of the program and staff in the community, broaden the definition of needs assessment, use more than one source of information and more than one method of data collection, consider both perceived and unspoken needs, and consider the needs of nonparticipants. (YLB)

ED 355 382 CE 063 218

Prewitt, Jeff

Reducing Adverse Impact: One City's Efforts.

Pub Date—May 92

Note—7p. Paper presented at the Annual Meeting of the International Personnel Management Association (Anaheim, CA, June 1992).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Affirmative Action, Employment Practices, Employment Qualifications, Equal Opportunities (Jobs), Job Skills, Minority Groups, Occupational Tests, Performance Tests, *Personnel Evaluation, Personnel Integration, *Personnel Selection, *Police, Police Education, Predictive Measurement, *Racial Discrimination, *Recruitment, Test Coaching, Testing, Testing Problems

Identifiers—Adverse Impact, *Kentucky (Louisville)

Following a workshop on "Innovations in Employment Testing that Improve Validity and Reduce Adverse Impact," the City of Louisville (Kentucky) implemented a strategy to develop a comprehensive testing and recruiting program for police recruits. To improve candidate expectations and preparation, the following activities were undertaken: intense recruitment of minorities; revision and validation of a Test Preparation Manual (TPM) that provided motivated candidates from a disadvantaged educational background a means of focused study; and test-taking classes, study skills classes, support groups, and classes covering material in the TPM as well as mini-academies to answer questions about the TPM. Practice tests were also used to help candidates prepare. The city addressed the testing format and content by implementing the TPM approach, offering classes over the material in the TPM, and adding an oral examination to the process. The Angoff method was used to establish a cutoff for scores on the written test. The cutoff was set at lower standards of error, and an alternate method was used to establish wider bands of scores to provide more candidates for consideration. Several problems were encountered: getting support from community leaders, loss of large numbers of minority candidates on the polygraph, and sensationalization of problems by the press and community leaders. (Appendixes include a list of methods to increase validity and reduce adverse impact and a list of Louisville efforts to do so.) (YLB)

ED 355 383
Lowry, Phillip E.

CE 063 220

The Assessment Center: Do Assessor Characteristics Affect Scores?

Pub Date—Jun 92

Note—17p; Supported in part by a grant from First Interstate Bank of Nevada.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Evaluation, Administrator Selection, Adults, *Assessment Centers (Personnel), Credentials, Evaluation Criteria, *Evaluation Methods, Evaluation Research, *Evaluators, *Experimenter Characteristics, Fire Fighters, *Interrater Reliability, Local Government, *Personnel Evaluation, Personnel Selection, Police, Situational Tests

The effects of 9 assessor characteristics on scores given by 49 assessors to 111 assesses in 3 police and 6 fire service assessment centers for local governments were investigated. Assessors included those who had and who did not have experience in the job under consideration, and who differed on several other characteristics, including the following: age, race, gender, previous assessment center experience, education, managerial experience, assessor managerial level, and tenure in that position. Age and the rank of the assessor were the only characteristics that had a significant effect on the scores. However, the magnitude of the effect was quite small (less than two percent of the variance was explained by these two factors). The results might be attributed to the process used to select the assessors, the way the centers were conducted, and the type and intensity of assessor training. The study concluded that assessor characteristics were minor factors in the overall scoring model. Reasons for this independence of scores from assessor characteristics may have included the following: (1) the model used for selecting the assessors, (2) the training provided for the assessors, (3) the use of highly exercise-specific behaviorally anchored rating forms, and (4) the use of an integrating discussion technique after each exercise in eight of the nine centers. (The report includes an appendix that lists criteria for selecting assessors.) (Contains 15 references.) (Author/KC)

ED 355 394 CE 063 223

Further Education and Training of the Labour Force: New Directions for Public Policy. Organisation for Economic Cooperation and Development, Paris (France).

Report No.—SME/ELSA/ED-(91)

Pub Date—Sep 91

Note—26p; Developed by the Employment, Labour and Social Affairs Committee and the Education Committee, Directorate for Social Affairs, Manpower and Education.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Adult Education, *Continuing Education, Educational Development, *Educational Finance, Educational Research, Foreign Countries, *Labor Force Development, *Lifelong Learning, *Policy Formation, Postsecondary Education, *Public Policy, Retraining, Skill Development

A project was conducted to assess the need for further education and training (FET) of the labor force. It documented institutional arrangements, policies, and practices regarding FET; analyzed their strengths and weaknesses; and considered possible action by public authorities. The concept of FET was found to have a strong economic character and to be firmly embedded in the more encompassing concept of lifelong learning. The greater reliance on labor force skills and competencies, combined with the increasing importance of lifelong learning in the areas of education, employment, labor, and social affairs. A risk of "dualism" or polarization on the basis of access to FET commanded attention. A politically acceptable formula for allocating the economic costs of FET in the context of lifelong learning was examined. The financing of FET closely connected to requirements of the workplace was more straightforward; financing of FET more closely related to general lifelong learning was more problematic. Research and development would be beneficial to the smooth operation of FET markets. Public authorities had high stakes in, but little control over, FET and skill formation. Strategies were needed to achieve change in favor of the public interest. (Appendixes include Conclusions of the Chair of the Intergovernmental Conference on Further Education and Training of the Labour Force

and proposals for the Work Program.) (YLB)

ED 355 385

CE 063 226

Wagner, Daniel A.

Life-Span and Life-Space Literacy: Research and Policy in National and International Perspective. Occasional Paper OP92-1.

National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 92

Contract—R117Q00003

Note—20p; Paper presented at the Conference on Literacy, Identity, and Mind (Ann Arbor, MI, October 1991).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adults, Children, Cultural Context, *Educational Theories, *Language Acquisition, *Literacy Education, Models

Identifiers—*Life Span

A more literate society cannot be created in the United States or elsewhere without a more comprehensive conceptual framework. This framework attempts explicitly to link children's acquisition of literacy with that of adults and assumes there is no single normative theory to literacy development. In a life-span and life-space approach, literacy may be understood as a cluster of skills and practices that begins with early oral language skills in all children and proceeds to be acquired and retained in varying degrees across the lifetime of the individual. Individuals who never come into contact with written materials will not learn to read, but many who live in contact with the literate world may learn only a few of the practices thought of as literacy. Some policy implications of a life-span and life-space approach are as follows: (1) connect child and adult literacy theory with action; (2) build on local/cultural strengths; and (3) do not assume that literacy is a vaccine. (Contains 28 references.) (YLB)

ED 355 386

CE 063 227

Venezky, Richard L.

Matching Literacy Testing with Social Policy: What Are the Alternatives? Policy Brief. Document No. PB92-1.

National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NCAL-PB92-1

Pub Date—May 92

Contract—R117Q00003

Note—9p; Paper presented at the Literacy Policy Forum (Washington, DC, May 22, 1992).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, Educational Policy, *Literacy Education, National Surveys, Program Evaluation, Public Policy, *Scores, State Surveys, Student Placement, *Testing, Test Results, Tests, *Test Selection, *Test Use

Although a large number of adults in the United States are assumed to need literacy training, little agreement exists on that number. Adults who attend literacy instruction are assumed to acquire the skills, but little is known about program effectiveness. Another assumption is that adults should define their goals, but this does not ensure that they strive for the levels of literacy they need. The primary reasons for literacy testing, from which data are regularly accessed by policymakers, are as follows: national and state population assessments; individual skill assessments; placement procedures; and program evaluation. Tests of functional abilities favored for population surveys do not assess writing or mathematical ability and are incompatible with national surveys of elementary and secondary literacy abilities. Basic skills tests used for individual skill assessments report scores in grade-level equivalents, which are problematic for adults. Current placement testing methods are lengthy, and entering students' poor test-taking skills may lead to low reliability. Scores from program evaluations have relatively limited use for policymakers for a number of reasons: pretest scores tend to be artificially low;

program evaluations often ignore writing and mathematics; and student goals do not always coincide with national standards. Grade-level reporting for test scores needs to be reconsidered. The materials and tasks approach would be easier to relate to home, work, and civic functioning; the cognitive processing approach would be easier to relate to elementary and secondary assessment and instruction. (Contains 16 references.) (YLB)

ED 355 387

CE 063 228

Lytle, Susan L. And Others

Developing the Professional Workforce for Adult Literacy Education. Policy Brief.

National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NCAL-PB92-2

Pub Date—18 Dec 92

Contract—R117Q00003

Note—12p; Paper presented at the Literacy Policy Forum (Washington, DC December 18, 1992).

For a related document, see CE 063 229.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Educators, *Adult Literacy, *Educational Research, Information Seeking, *Inquiry, Learning Processes, Learning Strategies, *Literacy Education, Models, Professional Development, Research Methodology, *Staff Development, Theory Practice Relationship

Identifiers—*Teacher Researchers

Poor preparation of adult literacy educators is often blamed for the failure of adult literacy students. Four critical issues related to developing the adult literacy professional work force are as follows: how literacy is learned in adulthood; how practitioners learn and improve their practice; how new knowledge is generated in and for the field; and how a professionalized work force can play a role in curriculum development. The Adult Literacy Practitioner Inquiry Project is designed to investigate inquiry-centered staff development as a promising direction for rethinking practice and research and for generating knowledge from a field-based perspective. Its core activity is an ongoing research seminar for practitioners. Participants conduct systematic, intentional inquiry into teaching, learning, and administration in their own program settings. Preliminary findings from participant interviews show that adult literacy educators have extensive prior knowledge and experience and have had a variety of experiences with research and development. Many feel they are more or less on their own or that professional supervision is unhelpful. Opportunities to learn on the job are constrained by demoralizing physical conditions and time pressures. They come to staff development with a range of concerns more complex than those typically dealt with. Effective staff development should use practitioners' prior knowledge and experience, start from practitioner questions, and generate new knowledge for the field. (Contains 28 references.) (YLB)

ED 355 388

CE 063 229

Lytle, Susan L. And Others

Invitations to Inquiry: Rethinking Staff Development in Adult Literacy Education. Technical Report TR92-2.

National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 92

Contract—R117Q00003

Note—41p; For a related document, see CE 063 228.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Educators, *Adult Literacy, *Educational Research, Information Seeking, *Inquiry, Learning Processes, Learning Strategies, *Literacy Education, Models, Professional Development, Research Methodology, *Staff Development, Theory Practice Relationship

Identifiers—*Teacher Researchers

Inquiry-based staff development is a promising direction for rethinking practice and research and

for generating knowledge from a field-based perspective for adult literacy. Rethinking staff development entails investigating a number of current assumptions: the nature and function of literacy learning in adulthood; adult literacy practitioners as teachers and learners; the concept of a knowledge base for adult literacy and practitioners' role in the generation and use of new knowledge; and relationships between professionalization of the literacy work force and curriculum for literacy education. The Adult Literacy Practitioner Inquiry Project uses a model for inquiry-centered staff development in which participants work collaboratively to conduct systematic inquiries at their program settings, critically analyze current theory and research from field-based perspectives, and make problematic the social, political, and cultural arrangements that structure literacy learning and teaching in particular contexts. Initial interviews with 21 participants in a research seminar reveal that practitioners bring extensive prior knowledge to their work, have had no opportunities to improve practice through collaborative learning, and seek opportunities to examine critically their own practices. Their opportunities to learn on the job are constrained by demoralizing problems with physical conditions, time pressures, and isolation. Findings indicate a need for staff development that regards people's diverse routes into the field as assets, begins with practitioners' questions, recognizes the need for building of community, and creates contexts for knowledge generation. (Contains 73 references.) (YLB)

ED 355 389 CE 063 230

Wiklund, Karen Reed. And Others.

Expanding Theories of Adult Literacy Participation: A Literature Review. Technical Report TR92-1.

National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 92

Contract—R117Q00003

Note—35p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Dropout Research, Dropouts, Educational Research, *Educational Theories, Influences, Interests, *Learning Motivation, *Literacy Education, Literature Reviews, *Participant Characteristics, *Participation, Research Design. Trends in research on participation in adult education have reflected social changes, shifting from sociodemographic surveys toward emphasis on understanding motivation for participating. Participation has been studied primarily from the perspective of service providers, gathering data on participants or dropouts. Since the 1970s, researchers have shifted from a narrow preoccupation with participation in education to interest in participation in learning. Although research has been mainly descriptive, researchers seek now to explain adult participation. The descriptive studies have identified sociodemographic characteristics of participants in formal adult education, their motivations for attending classes, barriers or deterrents to their attendance, and characteristics and perspectives of "nonparticipants." The largely descriptive variables of previous studies (situational, institutional/environmental, and dispositional) are seen as interacting in complex ways to influence individual participation. Some comprehensive theories and models that have been developed to explain participation are as follows: congruence model; expectancy theory; expectancy-valence theory; chain-of-response model; psychosocial interaction model; and ISSTAL (Interdisciplinary conceptual framework, Sequential Specificity of relations, Time Allocation-Life span perspective) model of social participation. None of the theories is sufficient. Critical areas for future research are studies that place educational participation in the broader context of adults' life course, identify and document the influence of individuals' perceptions, and use qualitative methodology. (Contains 70 references.) (YLB)

ED 355 390 CE 063 236

Lowry, Betsy Sterling. Deb.

Beyond Reading and Writing: A Workplace Curriculum Report.

Massachusetts State Dept. of Education, Quincy. Spons Agency—Office of Vocational and Adult Ed-

ucation (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—92

Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Allied Health Personnel, *Curriculum Development, English (Second Language), Hospitals, Lesson Plans, *Literacy Education, *Nursing Homes, *Outcomes of Education, Second Language Instruction, Skill Development. Identifiers—Massachusetts (Cambridge), *Workplace Literacy.

An evaluation of an 18-month workplace education program at 2 health care sites in Cambridge, Massachusetts, showed that the curriculum designed could be adapted for other workplace education programs. The workplace education program was designed to help improve the language skills of employees at Neville Manor and at the Cambridge Hospital. Of 35 people tested for the program, most fell into higher skill levels of adult basic education. Programs designed for each site included specific workplace language. Those students who needed classes in English as a Second Language were easily served. Those who had higher skills were helped to develop them further, leading to increased job performance as students became active leaders. Cooperation and communication among people of widely different backgrounds increased, and greater self-esteem was widely reported. (Lesson plans are included in the report.) (KC)

ED 355 391 CE 063 238

Curry, Donna Smith, Mikki.

Plastics. A Handbook for Workplace Educators.

Massachusetts State Dept. of Education, Quincy; North Central Regional Employment Board, Fitchburg, MA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jan 93

Note—83p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, Basic Skills, Curriculum Development, Definitions, *Inplant Programs, *Literacy Education, *Manufacturing, On the Job Training, *Plastics, Skill Development, Teaching Methods.

Identifiers—*Workplace Literacy.

This handbook was designed to help adult literacy education teachers to understand the plastics industry, develop a curriculum, and teach basic skills classes in a plastics company. The book contains four main sections. The first section, on the basics of plastics, contains a brief history of the industry, an elementary description of the processes and materials used, and information on environmental and safety issues related to the plastics industry. The second section provides some ideas for developing curriculum materials and some samples that can be adapted. In the third section, comments from workplace educators detail what has and what has not worked in the workplace. This section covers not only curriculum design but also many aspects of the workplace. The final section, a glossary, contains definitions of terms that are encountered in the plastics industry. The materials are illustrated with line drawings. An appendix section outlines the workplace education program at NYPRO, Inc. (Contains 11 references.) (KC)

ED 355 392 CE 063 239

Birkenholz, Robert J., Comp. Schumacher, Leon G., Comp.

Focusing Research in Agricultural Education. Proceedings of the Annual Central Region Research Conference in Agricultural Education (47th, St. Louis, Missouri, March 6, 1993).

American Association for Agricultural Education. Pub Date—6 Mar 93

Note—320p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price—MF01/PC13 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, Computer Uses in Education, *Educational Practices, Educational Research, Elementary Secondary Education, *Extension Education, Field Crops, Outcomes of Education, Postsecondary Education, Research Needs, School Holding Power, Teacher Characteristics, Teaching Methods, *Vocational Education.

A conference proceedings on agricultural education research included: "Focusing for Excellence" (Jordan); "Factors Related to the Integration of International Agricultural Concepts into the Secondary Agricultural Education (AE) Curriculum" (Ibezim, McCracken); "Perceptions of State Vocational Education (VE) Administrators Relevant to AE in the Middle Grades" (Barrick, Hughes); "Preservice Elementary Education Majors Knowledge of Agriculture" (Humphrey et al.); "Assessment of the Personality Styles of Preservice Teachers of Agriculture" and "Preservice Teachers' Learning Styles and Their Relationship with Performance in a Methods of Teaching Agriculture Course" (Cano, Garton); "Summer Agricultural Program Activities" (Swan); "Description of Learning Styles of Farm Business Management Students in Southwestern Minnesota" (Baerg, Leske); "Relationship of Conflict Management Styles to Personality Preferences of Extension Administrators" (Earnest et al.); "Methodological Triangulation" (Fritz, Bell); "Analysis of Agricultural Mechanics Safety Practices in Agricultural Science Laboratories" (Swan); "Accidents and Accident Prevention in VE Laboratories" (Gliem, Miller); "Variables Influencing Undergraduate Students' Positive and Negative Attitudes toward Computerized Interactive Videodisc Instruction in Horticulture" (McCaslin et al.); "AE below the High School Level 1785-1920" (Parnley, Harbtreit); "Leadership Ability of Secondary Public School Teachers" (Kamrath, Swan); "Central Region Readership Survey of the 'FFA New Horizons' Magazine" (Connors et al.); "Assessing the Intended and Actual Levels of Cognition in Ohio Cooperative Extension Service County Agricultural Agents' State Agricultural Specialists' Instructional Programs" (Miller, Ismail); "Perceptions, Responses and Knowledge about Diversity by Extension Administrators" (Ludwig, Cano); "Women Who Shattered the Glass Ceiling" (Maddy, Clark); "Integration of Mathematics into Agriculture Curriculum" (Miller, Gliem); "Student and Teacher Attitude toward and Performance in an Integrated Science/Agriculture Course" (Enderlin et al.); "The Influence of Agriculture and Natural Resources Curriculum on Students' Science Achievement Scores" (Connors, Elliot); "FFA and SAE Participation as Predictors of the Career Maturity of Secondary AE Students" (Bakar, McCracken); "Factors Related to the Egalitarianism of AE in Comprehensive and Vocational Schools" (McCracken, McLellan); "Examination of Indicators of School Effectiveness among Classes of School Location in Ohio Public Schools" (Peasley, McCracken); "Stage of Adoption and Level of Knowledge of Sustainable Agricultural Practices by Central Iowa Farmers" (Gamon et al.); "The Adoption of Sustainable Agriculture by Iowa Farmers" (Alonge, Martin); and "Predictors of Adult Vocational Student Retention" (Shank, McCracken). (KC)

ED 355 393 CE 063 241

Job Enhancement Training (JET) Program. A Demonstration Workplace Training Program in Partnership with Armstrong World Industries, Inc., Pensacola, Florida. Training Period: May 1991-October 1992.

Pensacola Junior Coll., Fla.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Oct 92

Contract—V198A10277

Note—159p.

Pub Type—Reports - Research (143) - Guides - Classroom - Teacher (052)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, Basic Skills, Course Content, Inplant Programs, Lesson Plans, *Literacy Education, Mathematics Instruction, On the Job Training, *Outcomes of Education, *Program Effectiveness, *Program Implementation, Reading Instruction, Skill Development, *Social Environment, Two Year Colleges.

Identifiers—Armstrong World Industries, Pensacola Junior College FL, *Workplace Literacy.

The Job Enhancement Training (JET) Program was a partnership between Pensacola Junior College (PJC) and Armstrong World Industries (Florida). The partners implemented a workplace literacy training program at the company's Pensacola plant using a five-phase social context curriculum model. The curriculum, based on job analysis, used small-group settings to increase employees' skills in

mathematics, reading, writing, listening, speaking, and using printed materials in actual job tasks. Employees also improved their attitudes toward literacy and their jobs. During the program, the employees' mean test score growth was one grade level, and employees' scores on job tasks also improved measurably. The external evaluator's final report, along with teacher observations, employee comments, supervisor comments, and management comments indicated that communication skills and confidence improved for the 184 JET participants. The project is expected to be replicated in other Armstrong plants. (Four appendixes, which make up about half of the report, include a description of the curriculum knowledge base, job enhancement training structured interview procedures, the JET exit interview, and sample learning activities and lesson plans.) (Contains 39 references.) (KC)

ED 355 394 CE 063 246

Endangered Species Employment Transition Assistance Act of 1992. Hearing To Amend the Job Training Partnership Act To Establish an Endangered Species Employment Transition Assistance Program, and for Other Purposes, before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources, United States Senate, One Hundred Second Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources. Report No.—ISBN-0-16-038906-2; Senate-Hrg-102-655

Pub Date—14 May 92

Note—68p; Photographs and text in shaded blocks will not reproduce well.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Career Change, *Dislocated Workers, *Employment Services, *Endangered Species, Federal Aid, *Federal Legislation, Federal Programs, Hearings, Job Layoff, *Job Training, Labor Economics, *Retraining, Unemployment

Identifiers—Congress 102nd, Job Training Partnership Act 1982, Proposed Legislation

This congressional hearing focuses on the Endangered Species Employment Transition Assistance Act of 1992, which would amend the Job Training Partnership Act to provide job training and supportive services to workers dislocated as a result of enforcement of the Endangered Species Act. Testimony includes statements, articles, publications, communications, and prepared statements from U.S. senators, dislocated workers, the Governor of Oregon, and individuals representing Umpqua Training and Employment, Inc.; Oregon Economic Development Program; AFL-CIO; United Brotherhood of Carpenters and Joiners of America; and Western Council of Industrial Workers. (YLB)

ED 355 395 CE 063 247

Transition Assistance Program. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred Second Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Report No.—ISBN-0-16-038950-X

Pub Date—19 Mar 92

Note—352p; Serial No. 102-31. For a related hearing, see ED 342 927.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Adult Education, Armed Forces, Dislocated Workers, *Employment Services, Enlisted Personnel, *Federal Programs, Hearings, *Job Training, *Military Personnel, *Transitional Programs, *Veterans

Identifiers—Congress 102nd, *Transition Assistance Program (Veterans)

This congressional hearing reviews the continuing implementation of sections 1142, 1143, and 1144 of Title 10, United States Code, and section 1418(a) of Title 38, the Transition Assistance Program to assist servicemembers separating from the Armed Forces

as a result of downsizing. Testimony includes statements, prepared statements, and written committee questions and their response from U.S. Representatives and individuals representing the following: AMVETS; South Carolina Employment Security Commission; Disabled American Veterans; Paralyzed Veterans of America; U.S. Navy; Department of Veterans Affairs; U.S. Army; New York Department of Labor; American Legion; Veterans of Foreign Wars of the United States; Maryland Department of Economic and Employment Development; U.S. Marine Corps; Fleet Reserve Association; U.S. Air Force; Department of Labor; and Department of Defense. (YLB)

ED 355 396 CE 063 249

Articulation and Cooperation among Vocational Education, Technical Education, Adult Education, JTPA Programs in South Carolina. A Report.

South Carolina State Council on Vocational and Technical Education, Columbia.

Pub Date—Jun 90

Note—10p; Prepared by the State Occupational Training Advisory Committee.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Agency Cooperation, *Articulation (Education), *Coordination, *Educational Cooperation, Educational Planning, Federal Legislation, Federal Programs, Institutional Cooperation, Postsecondary Education, *Program Effectiveness, Secondary Education, State Legislation, State Programs, Statewide Planning, Technical Education, *Vocational Education

Identifiers—Job Training Partnership Act 1982, *South Carolina

Pursuant to the requirements of South Carolina's Employment Revitalization Act of 1986 (ERA-86), the State Occupational Training Advisory Committee (SOTAC) in South Carolina requested information for 1987-88 and 1988-89 to assess the effectiveness of coordination and articulation efforts among education and training entities. Replies with substantiating information were received from the Office of the State Board for Technical and Comprehensive Education, Offices of Vocational Education and Adult Education in the State Department of Education, and Employment and Training Division, Office of the Governor (Administration for the Job Training Partnership Act). Generally, there was a satisfactory degree of coordination and cooperation between and among occupational education programs. Progress was still being made in achieving articulation between secondary vocational education programs and related postsecondary technical college programs. The extent of coordination appeared to be difficult to measure; articulation can be more specifically documented than can coordination or cooperation. Information and/or data provided by state agencies pursuant to Section 13 of the Employment Revitalization Act of 1986 did not follow any consistent style or format; therefore, it was difficult to make comparisons or draw conclusions. All data were totaled or summarized to statewide statistics, and conclusions could not be drawn on an area or regional basis. It was recommended that data on coordination, cooperation, and articulation should be retained and made available on an area basis and that all categories or offices primarily affected by ERA-86 should comply with all annual reporting requirements of Section 13 of that act. (YLB)

ED 355 397 CE 063 250

Alamprese, Judith A. And Others. Patterns of Promise: State and Local Strategies for Improving Coordination in Adult Education Programs. Final Report.

COSMOS Corp., Washington, DC. Spons. Agency—Office of Policy and Planning (ED), Washington, DC.

Report No.—ED/OPP-93-7

Pub Date—92

Contract—LC89058001

Note—157p; For the final report on phase 1 of this study, see CE 063 251.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Education, *Adult Programs, *Agency Cooperation, Case Studies, *Coordination, Economically Disadvantaged, *Educational Cooperation, Educational Finance, Educationally Disadvantaged, *State Agencies, State Government, State Programs, Technical Assistance

Identifiers—California, Georgia, Michigan, New York, Oregon

State and local program efforts for delivering coordinated services in adult education were investigated. This report presents findings from phase 2 of a two-phase study of federal funding sources and services for adult education. Site visits were made to five states during 1989-1991 to examine the coordination activities that were carried out between the state adult education offices and other state agencies and the state adult education offices' activities in fostering coordination with local adult education programs. For each state selected as a case study site, a local adult education program was selected to examine the coordination activities between the state and local programs and activities undertaken by the local adult education program with other agencies. Findings indicated that the state initiatives represented four types of organizational structures that facilitated the coordination of adult education programs with job training and human services agencies: a new state agency in adult education, a state-level council, a new state grant program, and a multiple-initiative strategy implemented by a state office. An array of organizational, interpersonal communication, and resource identification strategies were used in successful coordination. Strategies applicable to other state and local programs were identified: role of leadership in fostering interagency coordination, provision of technical assistance to support coordination, and role of negotiation. (The 45-page report is followed by the case studies of state and local coordination activities in Georgia, Michigan, Oregon, New York, and California. Contains 17 references.) (YLB)

ED 355 398 CE 063 251

Alamprese, Judith A. Sivilli, June S. Study of Federal Funding Sources and Services for Adult Education. Final Report.

COSMOS Corp., Washington, DC. Spons. Agency—Office of Policy and Planning (ED), Washington, DC.

Report No.—ED/OPP-93-17-R

Pub Date—92

Contract—LC89058001

Note—268p; For the final report on phase 2 of this study, see CE 063 250.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Basic Education, *Adult Education, Adult Literacy, Basic Skills, *Educational Finance, Educational Legislation, English (Second Language), *Federal Aid, Federal Government, Federal Legislation, Federal Programs, Information Needs, Information Sources, *Literacy Education, *Program Costs, *Program Descriptions, Public Agencies

This report from phase 1 of a two-phase study conducted during 1989-1991 reviews 85 programs in 12 federal agencies that authorize the expenditure of funds for adult education services. The impetus for this study was the requirement in Section 6214 of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. Data were obtained from existing information and interviews with program and contracts office personnel. Many federal programs authorizing multiple activities did not require that obligations or expenditures for adult education activities be reported separately. Most of the monies came from U.S. Department of Education programs funded under the Adult Education Act. The support for adult education was concentrated on the provision of direct educational services in basic skills/literacy. The 27-page study report is followed by detailed descriptions of the 85 federal programs. Each description includes the following: a categorization according to federal agency and office, Catalog of Federal Domestic Assistance number, a brief discussion of the program and its relation to adult literacy activities, program type (primary, secondary, indirect), documentation of program outcomes, eligible recipients, length of assistance, overall program budget obligation, adult education program component budget obligation, examples of funded projects, and program contact. Program descriptions are grouped in three sections alphabetically by federal agency. The three sections correspond to the program's classification as primary, secondary, or indirect. Appendixes include definitions, descriptions of federal programs, and tables illustrating programs by adult education funds obligated, type of interagency coordination requirement, funding mechanism, and data collection requirements. (YLB)

ED 355 399 CE 063 252

Kan, Feng Min

Job Opportunities and Technical and Vocational Training of Unemployed Girls in China. Verhandelings No. 48.

Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Report No.—ISBN-90-6443-931-1

Pub Date—May 90

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Educational Research, *Employment Opportunities, *Employment Patterns, *Enrollment Trends, Equal Opportunities (Jobs), *Females, Foreign Countries, *Job Training, *Nontraditional Occupations, Postsecondary Education, Sex Discrimination, Sex Fairness, Technical Education, Unemployment, Vocational Schools

Identifiers—*China (Beijing)

A survey was conducted in three technical and vocational training centers in Beijing (China) to determine whether receiving technical or vocational training at training centers made it easier for unemployed girls to have a job. Data were obtained through structured and open interviews and questionnaires; 286 of 350 trainees who were solicited returned questionnaires (148 females and 138 males) for a response rate of 81.7%. Findings indicated that the training centers were developed to meet China's social and economic development needs. Training centers had played an active role in increasing the labor force, and the training they offered helped job seekers find jobs easily in the tight labor market. Unemployed girls gained access to different kinds of training courses. Information from interviews with leaders of training centers and trainees' responses indicated that both male and female trainees could easily find jobs after training at the centers. However, the unemployed girls' participation in the training centers was not satisfactory in terms of quantity and quality. Girls did not enjoy the rate of access to the training that they should, and they tended to cluster in training courses leading to women's traditional jobs, which were characterized by low skill and social prestige. Intake of women in training courses was relatively low compared to their rate of unemployment. This indicated clearly that sex segregation in paid employment had increased and was more obvious than before the economic reforms in China. (YLB)

ED 355 400 CE 063 253

Read, Barbara

Women's Career Choices, VTAE Students' Selection of Traditional and Nontraditional Programs. Summary Report.

Chippewa Valley Technical Coll., Eau Claire, WI. Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—91

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *Career Counseling, Career Education, Career Guidance, Career Planning, Decision Making, Educational Research, *Females, *Nontraditional Occupations, Postsecondary Education, Sex Fairness, Student Attitudes, Technical Institutes, Two Year Colleges, Two Year College Students, Vocational Education

Identifiers—Wisconsin

A study analyzed attitudinal and demographic factors that influence women's choices of traditional and nontraditional training programs. A career choice survey was constructed, based on results of responses by four focus groups to questions regarding training program selection. The survey was completed by 532 women students in 15 technical colleges. Surveys were grouped according to respondent's training program—traditional, nontraditional, or gender balanced. Study subjects were 204 women students who had previously participated in a pre-enrollment women's project; the control group consisted of 328 respondents who had not received special career planning services. Survey results uncovered few differences among the three groups of students. Nontraditional students had significantly higher levels of career and life-style self-efficacy and indicated greater knowledge of nontraditional careers and training opportunities. Although all three groups believed others supported their occupational

choice, nontraditional students perceived greater encouragement to explore nontraditional classes. Nontraditional students' scores on the occupational attractiveness subscale were significantly higher. A chi-square revealed a relationship between participation in a pre-enrollment project and subsequent choice of training program. Recommendations were made regarding recruitment of women, use of Brooks' motivational model of occupational choice, use of role models, and effect of sex equity project participation on enrollment in nontraditional training. (Contains 17 references.) (YLB)

ED 355 401 CE 063 255

Whitney, Carol J.

Status Report on Male and Female Students and Employees in Ohio Vocational Education, 1983-1985.

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Pub Date—85

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Vocational Education, Agricultural Education, Allied Health Occupations Education, Associate Degrees, Business Education, Career Choice, Educational Administration, Employees, *Females, Males, *Nontraditional Occupations, *Personnel Integration, Postsecondary Education, Secondary Education, *Sex Fairness, Sex Stereotypes, *State Programs, Two Year Colleges, Two Year College Students, Vocational Directors, *Vocational Education

Identifiers—*Ohio

While this report is in response to legislation which requires sex equity personnel to gather, analyze, and disseminate data on the status of men and women in vocational education, it also is a means of informing educators and members of the community about the participation of males and females in vocational education. The report provides enrollment data by sex of students enrolled in the Ohio vocational education programs. The first chart presents the enrollment data by sex of students enrolled in the major vocational education service areas. Both the number and percentage of male and female students enrolled during 1983, 1984, and 1985 are provided. The accompanying narrative reports that students continue to choose courses and make career decisions based on sex-stereotyped expectations. The second chart contains the percentages and numbers of males and females in the following areas of vocational education employment: instructors and personnel in local administrative/supervisory, local program/support, and state administrative/supervisory positions. The narrative states that the number and percentage of females in local administrative/supervisory, local program/support, and state administrative/supervisory positions increased from 1984 to 1985. The next two charts present the male and female enrollment in associate degree programs and in long-term adult programs during 1983, 1984, and 1985. The report concludes with summaries of 58 minigrants (\$600) funded by the Office of Sex Equity, Division of Vocational and Career Education, Ohio Department of Education, during the 1984-85 school year. These activities of school districts, joint vocational schools, and other agencies are in response to the division's goal of improving sex equity in vocational and technical education programs. (YLB)

ED 355 402 CE 063 256

Ekins, Judith M.

The Development of Study Processes in Distance Learning Students.

Pub Date—Sep 92

Note—10p; Paper presented at a meeting of the Asian Association of Open Universities (Korea, September 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Persistence, Adult Students, *College Credits, *Distance Education, Foreign Countries, *Grades (Scholastic), Higher Education, *Learning Motivation, Learning Strategies, Study Habits, *Study Skills, Thinking Skills, Undergraduate Students

Identifiers—Hong Kong, Macao, Study Process Questionnaire (Biggs)

The skills and approaches to study were investigated for 549 students from Hong Kong/Macao enrolled in undergraduate distance learning courses with the East Asian Open Institute. The sample in-

cluded students at all stages in their studies, from those in their first year to graduates with an ordinary degree and honors graduates. Correlations between the study skills and study approaches, as measured by Biggs' Study Process Questionnaire (SPQ), and three measures of success—persistence, number of credits gained, and grades achieved—were investigated. The SPQ identified three dimensions for students' motives for study and for their study strategies: surface, deep, and achieving. Students rated their study skills on a five-point scale. The study skills, upon which students rated themselves highest, were understanding concepts and theories, tackling assignments, and reading effectively. Those upon which students rated themselves lowest were learning from audio- and videotapes. Students who had persisted in the system longer rated themselves more highly on some study skills. Students who had gained more credits rated themselves more highly on most study skills. The conclusion was that deep motivation was a key to success, but to succeed in gaining credits and good grades, deep strategy, achieving motive, and achieving strategy were also needed. (Contains 15 references.) (YLB)

ED 355 403 CE 063 257

Matthewson, Claire

Whose Development, Whose Needs? Distance Education Practice and Politics in the South Pacific.

Pub Date—Nov 92

Note—13p; Paper presented at the World Conference of the International Council on Distance Education (16th, Bangkok, Thailand, November 8-13, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Developing Nations, *Distance Education, Economic Development, Educational Needs, *Educational Policy, Educational Practices, Foreign Countries, *Human Resources, *Labor Force Development, Needs Assessment, Postsecondary Education, Secondary Education

Identifiers—*South Pacific

The education that is being provided in the South Pacific, at a distance or in the classroom, reinforces a model of development in terms of which this region will never achieve fully "developed" status. This developing region has characteristics that render it unique. No member country shares its profile of economy, population, language, education, or colonial history with any other, and within each country diversity is also apparent. Distance education has not developed the region's major and still growing resource—people—for a number of reasons: the best of the region's human resources are being educated and trained outside the region; aid assistance to the region often comes under conditions that support development needs in the donor country rather than in the recipient; and political decisions and changing economic circumstances in the developed world always affect the region, but the reverse is never true. Distance education provides extended access and strengthens other institutions. In the Pacific region, the development and needs of these groups are being met: men, urban communities, those wishing to emigrate, donor countries, the orthodox model of development. Overseas scholarship funding should be redirected out of the secondary school sector, out of all programs available in Pacific institutions, into programs that would be viable if students stayed in country, and into more awards that may be locally held. (YLB)

ED 355 404 CE 063 258

Matthewson, Claire

Towards Quality and Equality: Distance Education Developments in the Asia/Pacific Region.

Pub Date—23 May 92

Note—13p; Paper presented at the Annual Meeting of the Distance Education Association of New Zealand (Dunedin, New Zealand, May 23, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Competition, Developing Nations, *Distance Education, Economic Development, Educational Development, Educational Opportunities, Educational Practices, *Educational Quality, *Equal Education, Foreign Countries, Institutional Survival, Postsecondary Education

Identifiers—*Asia Pacific Region, University of the South Pacific (Fiji)

One of the most significant distance education developments within the Pacific region in recent years has been the diminishing quality and increasing inequality created by ad hoc competition. Four views of quality are relevant: (1) quality has no existence as an absolute, it is inseparable from context, always relative; (2) indicators for quality measurement can have no inherent or reliable meaning independent of context, including socio-economic, political, and other factors; (3) indicators tend to focus on cause/effect data, to isolate parts of what is ultimately not so much a thing as it is a set of relationships; (4) value-neutral approaches to quality are ultimately invalid. Whether recognized or not, connections exist between the regional and national endeavors of Pacific Island states and New Zealand and Australia as Pacific Rim countries. Competition can be detrimental to both educational health and quality. Clients with few resources do not always have the freedom to choose what they see as good. Through aid-assisted program delivery and multiple scholarship award schemes, Pacific Rim countries are undermining their postsecondary institutions. The University of the South Pacific and other local institutions cannot compete equally against externally funded packages; their long-term viability is endangered. The region has infinite potential for strengthened and new developments in distance education. Institutions and governments must evaluate distance education's quality, clients, and social and economic consequences. (YLB)

ED 355 405 CE 063 259

Investing in People: Education and the Work Force. Report on the National Meeting. (Baltimore, Maryland, September 17-18, 1992). Labor/Higher Education Council, Washington, DC.

Pub Date—Sep 92
Note—119p.

Available from—Executive Director, Labor/Higher Education Council, 3429 34th Place, N.W., Washington, DC 20016.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Dislocated Workers, Economic Development, *Educational Policy, *Education Work Relationship, Employer Employee Relationship, Federal Government, Futures (of Society), *Government Role, Job Development, *Job Training, Labor Force Development, Labor Relations, Public Policy, *Retraining, *Unions

This report presents the views expressed at the Labor/Higher Education Council's National Meeting, the theme of which was "Education and Work: Redefinitions and New Strategies." Section 1 includes two keynote speeches: "Priorities for Economic Investment in People, Technology, and Public Works" (Ira Magaziner) and "Organized Labor's Stake in the Work-Learning Connection" (Thomas Donahue). Three presentations in section 2 focus on national education policy: "Introduction: Setting the Context" (Roscoe Brown, Jr.); "National Education Policy: Ready for Change?" (Al Shanker); and "Higher Education and Education Policy: A Response" (Hoke Smith). Section 3 explores work force retraining and government's role in that retraining in these three papers: "Introduction: The UAW (United Auto Workers) Experience with Retraining" (Owen Bieber); "Retraining: Our Means for Economic Survival" (David Gordon); and "Kenosha's Chrysler Plant: A Case Study in Higher Education Retraining" (Sheila Kaplan). Three papers in section 4 examine the future of work and national policy and emphasize changing perceptions of work: "Introduction: Are We Ready for the Work Force/Work Place Changes Ahead?" (James Appleberry); "Hong Kong and Singapore: How Much Economic Planning in This New World of Work?" (David Warsh); and "Changes in the Work Place: Our Response Is Our Future" (Jack Goldner). Section 5 discusses government's role in creating jobs and economic growth in three papers: "Introduction: Individual and Government Action" (William Lucy); "Government as a Positive Force in Job Creation" (Jeff Faux); and "The Swedish Government's Proactive Stance in Job Creation" (Alf Karlsson). Appendixes include information on the Labor/Higher Education Council and its statement on "Labor in Higher Education Governance." (YLB)

ED 355 406 CE 063 263

Fear-Fenn, Marcia
Bringing Multiculturalism to Vocational Education.

RIE AUG 1993

tion. Monograph. Volume 8, Number 1. Ohio State Univ., Columbus. Center for Sex Equity. Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education. Pub Date—93

Note—7p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Pluralism, Culture Fair Tests, *Educational Attitudes, Educational Needs, Educational Practices, *Education Work Relationship, Ethnic Groups, Heterogeneous Grouping, Inservice Teacher Education, Intercultural Communication, *Multicultural Education, Postsecondary Education, School Business Relationship, Secondary Education, *Vocational Education

As the work force becomes increasingly culturally diverse, vocational educators must concentrate more on multiculturalism in order to prepare students for the world of work and to help them meet employers' needs. Negative stereotypes held by various culturally diverse groups influence their decision not to enroll in vocational education courses. When they do enroll, students from diverse cultural backgrounds tend to choose occupational preparation programs for lower-wage occupations than do white students. Multicultural education should help students of diverse backgrounds to develop competence in the predominant culture while retaining a positive group identity. It also helps students of diverse backgrounds to get along better with each other. Efforts to recruit and retain students from diverse cultural backgrounds into vocational education must be made, and successful role models should be provided by recruiting vocational education teachers from diverse cultural backgrounds. Staff development activities should be carried out to ensure that teachers make efforts to treat all students equitably. Culture-fair testing should be ensured. Vocational education must accept the challenge of preparing students for a culturally diverse work force. (Contains 29 references.) (KC)

ED 355 407 CE 063 264

Elementary/Middle School Keyboarding Strategies Guide.

National Business Education Association, Reston, Va.

Report No.—ISBN-0-933964-36

Pub Date—92

Note—59p.

Available from—National Business Education Association, 1914 Association Drive, Reston, VA 22091-1596 (\$8 members, \$10 nonmembers, plus shipping and handling).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, *Computer Uses in Education, Curriculum Development, *Educational Resources, Elementary Education, Intermediate Grades, *Keyboarding (Data Entry), Middle Schools, Teaching Methods, *Typewriting

Developed through a cooperative effort of many teachers and researchers, this guide is intended to supplement existing elementary and middle school materials on keyboarding. The guide contains sections that are designed for stand-alone use. Topics cover a wide range of strategies, including teaching special needs students. The U.S. Postal Service guidelines for addressing mail and spacing following punctuation are included. The document consists of a large unit containing eight sections and a unit of references. The sections cover the following: (1) why teach keyboarding; (2) when to teach keyboarding skills; (3) curriculum design and articulation; (4) coordinating the efforts of administrators and keyboarding teachers; (5) promoting keyboarding through special activities; (6) classroom management (use of equipment, selection of furniture, use of textbooks, use of software, and classroom configuration); (7) fundamentals of keyboarding (five techniques and three skill conditioners); and (8) tips for teaching keyboarding to regular and special needs students. The unit of references consists of three items: a position statement about keyboarding, a narrative style review of literature and resources, and a list of 19 references. (KC)

ED 355 408 CE 063 266

Mosenhath, Peter B. Hinchman, Kathleen A.
Syracuse Labor/Management Consortium Workplace Literacy Skills Improvement Project. Evaluation Report.

Omondaga-Cortland-Madison Board of Cooperative Educational Services, Syracuse, NY.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—30 Mar 93

Note—221p.

Pub Type—Reports - Evaluative (142) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, Cooperative Programs, Documentation, Education Work Relationship, *Inplant Programs, *Labor Education, *Literacy Education, Mathematics Instruction, *Outcomes of Education, *Program Effectiveness, Program Evaluation, Skill Development, Testing, Unions

An evaluation of this Syracuse, New York workplace literacy skills improvement project had three purposes: to characterize changes in the baseline performance of adults' workplace literacy skills as a function of instructional treatment; to characterize changes in workers' and supervisors' perceptions of worker effectiveness as a function of instructional treatment; and to monitor the project for compliance with grant specifications. Participants included a total of 67 workers from a variety of Syracuse-area manufacturing companies. They were evaluated using the Educational Testing Service's Tests of Applied Literacy Skills, which measure three domains: document, quantitative, and prose literacy. The evaluations showed that attendance at classes ranged from 73 to 100 percent for the 9 classes that were offered. In addition, almost all teacher-made pre/posttests showed gains. The project suffered from plant layoffs and shutdowns, decreasing the numbers of employees who participated and making evaluation more difficult. However, workers and their supervisors were pleased with the classes and workers also expressed increased self-confidence. The report includes scoring rules for the evaluation tests. Also appended are sample forms used in the project, an explanation of developing contextualized curricula, and curriculum outlines for the following courses: math for maintenance, technical documentation, metric conversion for blueprint reading, math for statistical process control, procedural documentation, math for charting, math for machine operators, and metric immersion for skilled trades. (Contains 11 references.) (KC)

ED 355 409 CE 063 269

Adult Education for the Homeless. Report.

Comprehensive Adult Student Assessment System, San Diego, CA.

Spons Agency—California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.

Pub Date—Dec 92

Contract—8361

Note—21p.; For the 1989 and 1990 reports, see ED 337 652.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Adult Students, Demography, *Educational Assessment, Educational Needs, English (Second Language), *Homeless People, *Literacy Education, Mathematics Achievement, *Participant Characteristics, Reading Achievement, Student Evaluation

Identifiers—*California, Comprehensive Adult Student Assessment System

Testing of skills in reading, mathematics, and English as a second language (ESL) was conducted at 12 programs for homeless people in California in 1992; 2,111 homeless persons were evaluated. Analysis of the data revealed that approximately 63 percent of the participants were male and 37 percent were female; 35 percent were between 20-29, 39 percent, 30-39; 16 percent, 40-49; and the remaining 10 percent, under 20 or over 50 years of age. Of the homeless clients sampled, 35 percent were Caucasian, 22 percent were Hispanic, and 36 percent Black, with the remaining 7 percent varied. English was the native language of 85 percent of the participants and Spanish of 13 percent, with the other 2 percent reporting a variety of languages. Seventeen percent of the participants reported having completed 13 or more years of education, and more than half had completed high school. Reading and mathematics test scores were gathered using the Comprehensive Adult Student Assessment System (CASAS) Employability Competency System

(ECS) Appraisal, and reading and listening scores were taken from the ESL Appraisal. On the reading test, 54 percent of the homeless sample achieved a scaled score of 225 or above, and of these 38 percent had reading scores above 230—the high school equivalency cutoff for eligibility for literacy education classes. Of the remaining sample, 22 percent scored between 215-224, 19 percent, 200-214, and 5 percent achieved less than 200. In the mathematics scores, 17 percent achieved 225 and above, with 13 percent scoring above a CASAS 230. Of the remaining respondents, 20 percent scored 215-224, 36 percent 200-214, and 27 percent scored below 200. Of the total sample of 2,111 homeless respondents, 90 completed the ESL Appraisal. Respondents to this test were predominantly Hispanic females. Nine percent of these respondents scored above 230, 8 percent, 225-230; 19 percent, 215-224; 35 percent, 200-214; and 29 percent below 200. More than 80 percent of the sample scored below 215 on the listening portion of the ESL. (The CASAS rating scale and a sample appraisal sheet are included in this report.) (KC)

ED 355 410 CE 063 270

Winer, W. N.

Adult Readers' Problems: How a Language-Based Approach Can Help.

Pub Date—92

Note—19p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Reading Programs, Adult Students, Foreign Countries, *Language Experience Approach, *Literacy Education, *Reading Difficulties, *Reading Instruction, *Reading Strategies, Teaching Methods, Whole Language Approach

In order to help adult readers with problems, it is necessary to develop an approach to teaching them that is sensitive to language and that makes explicit reference to the way language works to make meaning in texts. A language-based approach requires teachers to become more aware of the relatively invisible language system that lies behind the text, as well as the social aspects of purpose and ideology that are always involved in making meaning through language. This approach suggests that teachers and students need to become more aware of the meaning-making powers of language as the basis for developing better teaching strategies. Some of the types of teaching strategies that may help adults with reading problems include the following: (1) cloze with discussion, focusing on chosen words; (2) modeling; (3) joint construction, encouraging students to gradually take on more responsibility; (4) building on students' field knowledge; and (5) use of the language experience approach for very low-level readers or with very anxious readers. (Contains 26 references.) (KC)

ED 355 411 CE 063 271

Adult Literacy Volunteer Tutor Pack.

Manitoba Dept. of Education and Training, Winnipeg. Literacy Office.

Pub Date—91

Note—39p.

Available from—Manitoba Literacy Office, 417-185 Carlton Street, Winnipeg, Manitoba R3C 3J1, Canada (order code A12).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Learning, *Adult Literacy, Adult Programs, Adult Reading Programs, Adult Students, Foreign Countries, *Informal Assessment, Instructional Materials, *Language Experience Approach, *Literacy Education, Reading Instruction, Student Evaluation, *Tutoring, Tutors, Volunteers

Identifiers—*Manitoba
This packet of materials for the adult literacy volunteer contains a booklet of information and accompanying reading selections meant to help a tutor get started with a new learner. The booklet covers these topics: initial assessment of learners with sample student interview form; informal assessment with assessment questions; observing the student reading; descriptions of the stages of learning; and assessing learners at stages one, two, and three. An appendix addresses determining readability levels. A small packet of reading passages to be used to assess student reading is provided. The final component of this packet of materials is a series of aids for the tutor that include the following: suggestions for assessing learning levels; questions to elicit student background information; suggestions for getting to

know the learner; the "look, cover, write, check" approach to learning words; steps in assisted reading; steps to spelling; steps in the language experience approach; and steps in language experience with stage two learners. (YLB)

ED 355 412 CE 063 272

Manitoba Adult Literacy Programming. Good Practice Guide. 1991-1992.

Manitoba Dept. of Education and Training, Winnipeg. Literacy Office.

Pub Date—92

Note—35p.

Available from—Manitoba Literacy Office, 417-185 Carlton Street, Winnipeg, Manitoba R3C 3J1, Canada (order code A09).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Adult Basic Education, *Adult Literacy, Check Lists, Educational Finance, *Educational Planning, Foreign Countries, *Literacy Education, Program Budgeting, Program Development, *Program Evaluation, Program Improvement, Student Attitudes, Student Records, Teacher Attitudes, Teaching Methods

Identifiers—*Manitoba

This guide contains forms designed to help adult literacy programs in Manitoba to formulate their development plans for the next year. An introductory section discusses the purpose of the program evaluation that precedes the writing of the development plan. Section I focuses on writing the development plan after completion of all sections of the guide. It identifies the four main groups that should be consulted (program managers, practitioners, learners, and funders) and suggests the use of the following headings to provide a structure for writing out the development plan in a narrative form: funding needs, funding sources, organizing, teaching plan, staff development, support and advice, and specific needs and wants. Section II, the program managers' analysis, includes forms for recording information on organizing the funding. The organizing checklist covers the following items: publicity, type of program, student supports offered, program delivery, kinds of instruction offered, support received, training/staff development, paid instructors, and volunteers. The funding portion consists of a questionnaire concerning the availability/adequacy of heat, lighting, and space and various types of learning and teaching resources and equipment. Sample and blank budgets are attached. Section III is the practitioner analysis, which each tutor and instructor should fill out individually. It requests information regarding literacy needs and/or levels (initial assessment of students and materials), teaching activities used, lesson planning, and recordkeeping. Section IV is the learner analysis to be done orally with learners by someone other than the instructor. The evaluation covers time available, space, barriers to attending, and learning activities, including reading, writing and spelling, and curriculum. (YLB)

ED 355 413 CE 063 274

Recommendations of the Manitoba Task Force on Literacy - Les Recommandations du Groupe de travail sur l'alphabetisation.

Manitoba Dept. of Education and Training, Winnipeg.

Pub Date—Apr 89

Note—68p.

Available from—Manitoba Literacy Office, 417-185 Carlton Street, Winnipeg, Manitoba R3C 3J1, Canada (order code A06).

Language—English; French

Pub Type—Opinion Papers (120) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Students, *Canada Natives, Educational Finance, *English (Second Language), Foreign Countries, *Government Role, *High Risk Students, Indigenous Populations, *Literacy Education, Policy Formation, Public Policy, Secondary Education, State Programs

Identifiers—*Manitoba

These 28 recommendations are intended to enhance government's ability to play a positive and supportive role in the development of a range of pathways for the learner that can result in literacy for all Manitobans. A foreword provides background on the Task Force on Literacy and presents its definition of literacy and illiteracy, findings regarding causes of illiteracy in Manitoba, and sug-

gested strategy for prevention. The recommendations that follow reflect the specific needs of four target groups: at-risk students, adult learners, aboriginal people, and learners for whom English is a second language. The task force recommends that the Government of Manitoba develop a literacy policy, ensure sufficient funding, establish and provide funding and resources for a Manitoba Adult Literacy Council, and create a new Literacy Office within Manitoba Education to support the Literacy Council. It recommends that the Literacy Council and Literacy Office make adequate supports available and develop and implement awareness programs. Other recommendations are as follows: the government should commit itself to the International Year of Literacy; Manitoba Education should encourage initiatives for at-risk students; the government should fund aboriginal literacy; the government should encourage and support delivery of programs for English as a Second Language; and training and education for educators and literacy workers should be enhanced. Both the English and French editions of the text are provided. (YLB)

ED 355 414 CE 063 276

Literacy in Corrections: What's Happening?

Manitoba Dept. of Education and Training, Winnipeg. Literacy Office.

Pub Date—Mar 90

Note—9p.

Available from—Manitoba Literacy Office, 417-185 Carlton Street, Winnipeg, Manitoba R3C 3J1, Canada (order code A06).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Correctional Education, Correctional Institutions, Delivery Systems, Educational Finance, Educational Needs, Foreign Countries, *Literacy Education, Needs Assessment, *Peer Teaching, *Tutoring, *Volunteers, *Volunteer Training

Identifiers—*Manitoba Literacy Office

In the past several years, almost all provincial and federal correctional institutions in Canada have established literacy programming. Current programming is organized in three potential combinations: peer tutoring, tutoring by community volunteers, and paid staff. Each strand has advantages and disadvantages. The Manitoba Literacy Office (MLO) has provided initial training to introduce both volunteers and resident tutors to literacy work through 3-day training events. MLO has offered support and advice to organizations in their grant applications. Through the Literacy Workers Alliance of Manitoba and a new Literacy in Corrections Group, MLO has offered workshops and forums for literacy practitioners in corrections to share their problems and successes. Recently, MLO conducted an informal survey to determine problems practitioners may face in correctional settings and to identify particular needs. The main issues practitioners identified are as follows: inadequate support from administration, guards and correctional staff that impede the work, problems with recruiting and maintaining appropriate volunteers, coordination problems, and lack of continuous funding. MLO recommends the following: provide tutors and learners with regular, consistent access to books and libraries; provide orientation about literacy programs to correctional staff at regular intervals; secure extra institutional support for recruitment and support of volunteers; and provide long-term continuous funding for literacy programs in correctional institutions. (YLB)

ED 355 415 CE 063 277

Certificate in Literacy and Learning. Stages 1-2.

Manitoba Dept. of Education and Training, Winnipeg. Literacy Office.

Pub Date—92

Note—86p.

Available from—Manitoba Literacy Office, 417-185 Carlton Street, Winnipeg, Manitoba R3C 3J1 (order code A08).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Communication Skills, Competence, Competency Based Education, *Educational Certificates, Evaluation Criteria, Foreign Countries, *Literacy Education, Performance, Reading Instruction, *Student Certification, Student Evaluation, *Student Records, Writing Instruction

Identifiers—*Certificate in Literacy and Learning, *Manitoba

The Certificate in Literacy and Learning was developed by the Manitoba Literacy Office in response to requests from students in adult education programs who do not have specific goals, but would like some recognition of the progress they have made. Taking the certificate is purely optional and students should never be pressured to do so. This packet of materials consists of the student record of achievement and companion tutor manual for the certificate program, stages 1-2. For stage 1, the student record of achievement contains the five sections that comprise this program. Introductory material includes information on the processes of assessment and granting of a certificate. The five units that must be completed to earn a certificate cover the following: (1) reading everyday material; (2) reading graphical material for everyday purposes; (3) completing forms and preformatted documents; (4) communicating in writing; and (5) conversing with one other person. The student record of achievement for stage 2 contains seven sections; of which the first five are substantially the same as those for stage 1, but which are somewhat more advanced (instead of "everyday" material, section 1 calls for reading "textual" material) and which contain two additional sections, namely, conversing with more than one person; and extracting information from audiovisual material. Each unit or task is broken down into two to four elements. Component parts of each element are as follows: range, source, number of situations in which competence must be demonstrated, performance criteria, what help the student provided and date completed, and candidate's and tutor/instructor's signature. The tutor manuals for each stage provide a brief description of each unit and the following information for each element: range with examples, number of situations in which performance is to be assessed, and performance criteria. (YLB)

ED 355 416 CE 063 284

Thomas, Audrey M.
Opening Minds behind Closed Doors: Literacy in B.C. Corrections. A Research Report.

John Howard Society of British Columbia, Victoria. Spons. Agency—British Columbia Ministry of Advanced Education, Training and Technology, Victoria.; British Columbia Ministry of Attorney-General, Victoria.; Dept. of Multiculturalism and Citizenship, Ottawa (Ontario); Ministry of the Solicitor General, Ottawa (Ontario); National Literacy Secretariat, Ottawa (Ontario).
Pub Date—92

Note—217p.; Handwritten samples may not reproduce well.

Available from—Executive Officer, John Howard Society, 308-560 Johnson Street, Victoria, British Columbia V8V 3C6, Canada.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Literacy, *Correctional Education, Correctional Institutions, Educational Environment, Educational Improvement, *Educational Needs, Foreign Countries, Incentives, *Literacy Education, *Needs Assessment, Participant Satisfaction, Prisoners, Surveys, Tutoring, Tutors, Volunteers
Identifiers—British Columbia

A project examined perspectives of offenders in adult correctional facilities in British Columbia (B.C.) in relation to their literacy needs and how and where those needs were being met. Information was gathered through a series of questionnaires sent to Directors of Correctional Centers in B.C., adult basic education (ABE) administrators with responsibility for educational contracts in B.C. Corrections, and instructors. The response rate was 69 percent. Seventy-eight inmates were interviewed in 9 adult facilities: 22 were participants in educational programs, and 56 were not. Fifteen of 17 facilities offered ABE programs. Several programs used volunteer tutors, although no established program funding existed. Sixty-one percent of inmate non-participants and all participants thought community tutors would be helpful. Many inmates had a history of academic failure and identified writing, spelling, and math as weaknesses. All felt strongly that education programs should be offered in all correctional centers. Most participants felt positive about their school experience. Most respondents were not in favor of mandatory educational assessments or attendance and favored incentives, usually pay at the same rate as work pay. Recommendations were for a clear definition of educational policy by B.C. Corrections, improvement of services for low-literate

adults, and improvement of the literacy environment. (Appendixes include 43 references, a list of B.C. adult correctional facilities, service delivery standards, and samples of nonparticipants' writing.) (YLB)

ED 355 417 CE 063 290

Jegede, Oluqemiro
A Distance Education Research Agenda: A Survey of Expert Opinions from Developed and Developing Countries.

Pub Date—Nov 92

Note—16p.; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 9-13, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Developed Nations, Developing Nations, *Distance Education, *Educational Research, Foreign Countries, Information Needs, *Needs Assessment, *Research Needs, Research Opportunities, *Research Problems, Teacher Attitudes

The opinions of distance educators and practitioners around the world were surveyed regarding availability of research information, areas in which research efforts should be concentrated, and priority to be given to these research areas. The sample was randomly selected from registered members of the International Council for Distance Education. The questionnaire collected biographical information and opinions on the three areas of interest and required respondents to rank difficulties in research in distance education. Of 102 returned questionnaires, 89 from 23 countries were accepted for data processing. Results indicated that distance experts believed the following: (1) the level of information from research was inadequate; (2) more research was required in all areas of distance education; and (3) priority should be given to the areas of evaluation and systems for the provision of feedback to students. Experts felt that funding and time allocation were the two greatest difficulties encountered in research. Differences were apparent between experts from developed and developing countries with respect to their responses, especially with their ranking of the difficulties faced in research. The comparison of results on the basis of the independent variables of gender, present position at work, area of specialization, highest qualification, etc., did not yield any significant differences when submitted to analysis of variance. (Appendixes include 14 references and 4 data tables.) (YLB)

ED 355 418 CE 063 291

Kasley, G. S.
Bibliography of Distance Education Publications in Papua New Guinea.

Papua New Guinea Univ., Port Moresby.

Pub Date—92

Note—40p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Developing Nations, *Distance Education, Foreign Countries, Guides, Periodicals, Postsecondary Education, Research Projects, Research Reports
Identifiers—*Papua New Guinea

This bibliography lists 132 articles, books, handbooks, and research reports concerning distance education in Papua New Guinea. All but one were published between 1970 and 1992. It was compiled through a questionnaire sent to staff members of distance education institutions as well from reports submitted at meetings of the Papua New Guinea Association of Distance Education. The bibliography is arranged two ways: (1) alphabetically by authors; and (2) alphabetically by type of publication (articles in books, articles in journals, booklets, conference papers, handbooks, special journal issues, occasional papers, reports, and theses). The guide also contains a list of authors and a list of distance education institutions in Papua New Guinea. (KC)

ED 355 419 CE 063 292

Nunan, Ted
Student Support as a Factor Affecting the Quality of Australian Distance Education: The Findings of the Project To Investigate Quality and Standards in Distance Education.

Pub Date—17 Nov 92

Note—12p.; Paper prepared for the workshop, "Student Support in Distance Education and

Open Learning: Maintaining Quality in a Changing Environment" (Victoria, Australia, November 17, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Consumer Protection, *Distance Education, Educational Needs, Educational Objectives, *Educational Quality, Educational Research, Foreign Countries, Higher Education, *Standards, *Student Personnel Services, Student Welfare
Identifiers—Australia

The concept of student support within distance education is particularly diffuse. A learner- or student-centered vision of education considers the needs of individual learners. Another view confines the concept to an add-on, complementary or compensatory approach. One way to consider the question of what student support is necessary is to appraise the totality of efforts to support students in terms of the quality of the resulting education. Asking questions about quality involves the following questions: quality in terms of what? quality for whom? and quality in terms of whose interests are being served? The Project to Investigate Quality and Standards in Distance Education involved eight Australian universities designated Distance Education Centres. It investigated elements of quality, indicators that signified achievement of elements and processes that foster achievement of quality. Views were sought through policy and "working documents" of institutions, structured interviews with groups providing services to support distance education, interviews with distance education teachers, and through responses of institutional and corporate clients to a listing of factors. Institutions were encouraged to fund student support and provide equitable access to it. Australian distance education was found to be the first area within higher education to be faced with the mismatch of values between publicly funded and user-pays educational systems. Quality and standards had no currency under circumstances in which the user had a choice over what is paid for. (YLB)

ED 355 420 CE 063 293

Yuen, K. S. And Others
Distance Education in an Urban Environment: Experience of the Open Learning Institute of Hong Kong.

Pub Date—Nov 92

Note—6p.; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 9-13, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adult Education, *Distance Education, Foreign Countries, Instructional Materials, Nontraditional Education, *Open Universities, *Program Effectiveness, *Program Evaluation, Student Attitudes, Student Personnel Services, Urban Areas
Identifiers—*Open Learning Institute of Hong Kong

The Open Learning Institute of Hong Kong (OLI) provides first degree courses to local residents over the age of 18 by distance education. Distance education is characterized by its urban quality, where "distance" is more often social than geographic. Hong Kong is highly organized and compact with an efficient public transportation system. Face-to-face meetings of students and tutors seem more convenient and preferable than for distance teaching institutions of other countries. Because of efficient mail and courier systems, personal contact between tutors and students by post and phone poses no problem. Due to cramped living conditions, provision of study space is deemed an essential part of OLI's support for its learners. An evaluation survey is conducted twice each year, at the end of each semester. A questionnaire gathers quantitative and qualitative information. Students' opinions are obtained on a Likert scale; comments and suggestions are collected in an unstructured format. Findings indicate the following: only 13 percent feel English language course materials are difficult to understand; OLI-developed courses are satisfactory from an instructional design standpoint; students find telephone tutoring more acceptable as they gain experience in using it, but few use it; students tend to rely on tutorials; students desire more detailed assignment comments and suggestions; and students are satisfied with OLI's study support sys-

tem. (YLB)

ED 355 421

CE 063 294

Fenwick, John McMillan, Rod

A Question of Questions.

Pub Date—Nov 92

Note—11p; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 8-13, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Cognitive Processes, *Distance Education, Foreign Countries, *Learning Strategies, *Metacognition, *Questioning Techniques, Self Evaluation (Individuals), Skill Development, *Thinking Skills

In a conventional teaching situation, a lecturer may use a wide range of questioning techniques aimed at helping students to become active learners. In distance learning, students are often isolated and have limited opportunities for interaction in a social learning environment. Hence, learning strategies in distance learning need to be structured carefully to overcome this deficiency. The use of questions is one of the learning strategies available to assist in the development of didactic conversation. In particular, self-assessment questions (SAQs) have been used in distance education materials to provide feedback to students and to motivate students to search and think about some aspect of knowledge. Student-generated questions can be encouraged in order to lead students into adopting a deep approach to learning as opposed to a surface approach. Encouragement may take the form of verbal questions, written questions, and/or self-questioning. Instructors can demonstrate a sample approach. They can also ask students to write an assignment summarizing some concept including questions that the studied passage does not answer or does not raise. Students could also be asked to formulate a hypothesis and then present a reasoned argument for or against it. Textual design can also play a role. For example, the use of wide margins in text materials allows space for students to write questions in the margins. "Scaffolds" can be used to lead students to use higher-level thinking. In order to apply self-questioning strategies, students need to develop metacognitive skills so that they can monitor their learning and decide what learning strategies are appropriate in a given context. (Contains 28 references.) (KC)

ED 355 422

CE 063 295

Bristow, Page Simpson

Vision Screening: A Must for Adult Education

Programs.

National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Note—5p.

Journal Cit—NCAL Connections; p1,6-7 Fall 1992

Pub Type—Reports - Research (143) — Journal

Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Adult Programs, *Adult Students, Diagnostic Tests, Literacy Education, Perceptual Handicaps, *Vision Tests, Visual Acuity, *Visual Impairments

Vision screening appears to be particularly important for adult education (AE) programs. Although expected failure rates for school-age population vision screenings are 15 percent, vision screenings of AE clients have yielded dramatically higher failure rates. Vision screenings of 106 Illinois AE students have shown that 66 percent had one or more vision problems; screenings of 117 adult students in New York City literacy programs also found a 66 percent failure rate. As part of a larger study, vision screening data were collected on 34 randomly selected students enrolled in adult basic education (ABE) or General Educational Development instruction in a New York state AE program. Results were as follows: 79 percent failed 1 or more of 10 subtests of the New York State Optometric Association Vision Screening Battery that were administered; the percentage of students who failed subtest(s) that could affect the ability to do near-point work such as reading and writing was 74 percent; of 15 ABE level 1 students tested, all had 1 or more vision problems; and students in higher levels showed lower but still large percentages of failure. These three studies pro-

vide compelling evidence that vision screening of AE populations is essential to give all adults the maximum opportunity to learn. Adult educators should ensure that all students receive vision screening, use a vision checklist, and develop resources or contacts for financial assistance or free services to those in need. (YLB)

ED 355 423

CE 063 296

Gonzalez, J. E.

The Per-Pupil Cost of Regular and Vocational Education Programs.

Spons Agency—Texas Education Agency, Austin; Texas State Legislature, Austin. Legislative Education Board.

Pub Date—28 Jan 93

Note—27p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Education, *Ancillary School Services, *Educational Finance, Educational Research, *Expenditure per Student, High Schools, *Program Costs, Public Education, Public Schools, School District Spending, Vocational Education

Identifiers—Texas

The purpose of a study of the cost of providing nonteaching educational services was to determine the per-pupil cost of commonly offered high-cost programs in regular and vocational education. Regular and vocational education program cost data were collected from nine Texas school districts representing a variety of geographic areas and district characteristics. Per-pupil costs of nonteaching educational services were calculated by summing base cost, outfitting cost, and consumable goods cost. The results were rank-ordered to determine high-cost programs in regular and vocational education. The study identified three readily accessible data sources, refined a data collection methodology, and developed an algorithm for analyzing the resulting program cost data. The most salient finding was that high-cost programs were typically taught in specialized instructional areas and/or required specialized equipment. Data suggested that, as instructional areas become more specialized, the base cost and outfitting cost increases; with increasing specialization, consumable costs also increase. (Appendixes include the data collection instrument and data grid.) (Author/YLB)

ED 355 424

CE 063 297

Schmidt, B. June And Others

Integrating Academic and Vocational Education:

Guidelines for Secondary School Principals.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Dec 92

Contract—V051A80004-91A

Note—125p.

Available from—NCRVE Materials Distribution Services, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (order no. MDS-297: \$5.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Education, Administrator Role, Cooperative Planning, Counselor Role, Curriculum Development, *Educational Change, Educational Cooperation, Educational Legislation, Educational Policy, Educational Strategies, Federal Legislation, *Integrated Curriculum, Marketing, Models, *Principals, *Program Implementation, Secondary Education, Teacher Participation, Teacher Role, Technology Education, *Vocational Education

These guidelines are for individuals and school divisions contemplating or already integrating academic and vocational education. Section 1 discusses two goals for integration. Section 2 provides a justification for integration and discusses the contradiction in the skills obtained in school and those needed in the workplace. Section 3 defines the integration of academic and vocational education in practical terms. Three aspects of integration are explored; they are integration: as defined by the 1990 Perkins Act; based on the eight models defined by Grubb et al. (1991); and as related to tech prep. Section 4 identifies barriers to integration and lists suggestions for eliminating them. Section 5 discusses ways to encourage cooperative efforts be-

tween academic and vocational teachers. Section 6 focuses on roles of key players: academic and vocational teachers, secondary school principals, secondary school counselors, and secondary school administrators and supervisory personnel. Section 7 discusses three aspects of the process for implementing integration: planning stages, marketing strategy, and strategies for policy change. Section 8 lists effective curricular and instructional strategies. References are listed at the end of each section. Section 9 contains a consolidated list of 20 references. Appendixes include 13 related references and transparency masters for use during staff inservice training and informational meetings with school administrators. (YLB)

ED 355 425

CE 063 298

Tech Prep Leadership Summit: A Conference Report (Chicago, Illinois, June 22-23, 1992).

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Dec 92

Contract—V051A80004-92A

Note—46p.

Available from—NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (order no. MDS-489: \$2.75).

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Articulation (Education), Community Colleges, Corporate Support, *Educational Change, Educational Development, Educational Improvement, Educational Legislation, Federal Legislation, High Schools, Labor Force Development, Postsecondary Education, *Program Implementation, School Business Relationship, State Programs, Statewide Planning, Student Evaluation, Technology, *Technology Education, Two Year Colleges, Urban Areas

Identifiers—Carl D Perkins Voc and Appl Techn Educ Act 1990, *Tech Prep, Tech Prep Education Act 1990

This report presents outcomes of deliberations at the Tech Prep Leadership Summit on a "national vision" for tech prep. Following an introduction, Section 2 represents the consensus reached at the summit. Discussion of the purpose of tech prep focuses on the mission statement and goals of the Tech Prep Act. The discussion of program outcomes identifies nine general outcomes and addresses assessment and accountability and use of multiple outcome measures. Discussion of the target audience concludes that tech prep is an inclusive program for all students. Strategies for successful implementation as identified through discussion are grouped into four categories: planning and design, marketing, curricular and pedagogical, and early intervention. Section 3 highlights a few examples of the various approaches to tech prep being used in states to develop four general components: marketing campaigns, curriculum development, career guidance, and program improvement. Examples are provided of how states have spent their tech prep funds and tied tech prep to other state initiatives and of business and industry involvement in program development. Section 4 identifies strategies for implementing tech prep in urban schools. Section 5 discusses unresolved issues: creating demand for a high-skills work force, defining "technical," the role of public education, and similarities with other reform movements. Appendixes include the conference agenda, and participants' biographical sketches. (Contains 17 references.) (YLB)

ED 355 426

CE 063 312

Carter, Julia

An Upward Spiral? The Gate Project: A Case Study of the Role of Training in Addressing Homelessness in Central London. Monographs in Continuing Education.

City Univ., London (England).

Spons Agency—Department of Employment, London (England); London Enterprise Agency (England).

Report No.—ISBN-0-948120-04-5

Pub Date—92

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Cooperation, *Cooperative Programs, Coordination, Corporate Support, Economically Disadvantaged, Employ-

ment Potential, Foreign Countries, *Homeless People, *Housing Needs, Job Skills, *Job Training, Prevocational Education, Private Sector, *Role of Education, Young Adults
 Identifiers—Adult Compacts, England (London), *GATE Project

In 1990, the London Enterprise Agency, a private sector consortium dedicated to inner-city regeneration in London, established a project to address homelessness. Later called GATE (Guaranteed Accommodation and Training for Employment), the project had three central features: a focus on employment as a means of tackling homelessness; the use of a guarantee to motivate and support a vulnerable client group; and the explicit linking of employment with housing. The program was built around a training program that guaranteed homeless participants employment if they achieved certain job-relevant goals. The training aimed to develop the personal skills necessary to get a job. Initially, the program attempted to guarantee both jobs and housing through a partnership with housing organizations, but scarcity of accommodation made this impossible. From autumn 1990 to December 1991, 70 trainees participated in the program. The success rates of participants were outstanding: 69 achieved the GATE goals and qualified for a guaranteed job, and 58 entered employment with the linked employer. Monitoring and follow-up for 12 months after the program showed retention and promotion rates higher than average, in the employers' opinion. All 24 participants in the pilot gained "move-on" housing negotiated by GATE. The project also explored these issues: efficacy of "adult compacts," ethos and appropriateness of a private sector approach to a social problem, and potential and limitations of partnership, particularly those between public and private sectors. (YLB)

ED 355 427

CE 063 313

Nolte, Deborah
 Vocational Assessment of Students with Disadvantages: Their Peculiar Needs.

Pub Date—Dec 92

Note—10p; Paper presented at the Annual Convention of the American Vocational Association (St. Louis, MO, December 4-8, 1992).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, *Educationally Disadvantaged, *Evaluation Methods, Females, High Schools, *High School Students, Learning Disabilities, Males, Student Evaluation, Test Bias, *Test Reliability, Vocational Aptitude, *Vocational Evaluation, Whites, *Work Sample Tests
 Identifiers—*Akron Public Schools OH

A study examined the underlying factor structure of the aptitude tests and work samples being completed by students with educational disadvantages (limited reading and mathematics skills) who were assessed with the current assessment model in the Akron (Ohio) Public Schools. The amount of variance accounted for by the factors was also investigated, and clarification was sought to determine if any differentiation exists between races and between sexes on the assessment measures. The assessment battery studied included the following: Apticom Computerized Aptitude and Interest Assessment; Valpar Worksample 8, Simulated Assembly; and Valpar Worksample 6, Independent Problem Solving. Assessments were completed in the students' home schools, with two students tested simultaneously, switching positions at the halfway point. The study found that the abbreviated vocational evaluation battery is well accepted by students and that it provides adequate information to initiate vocational planning. The battery meets the needs of the school in that it assesses students quickly and is completed in one administration. The factor structure obtained suggests that this battery does a good job of measuring vital vocational skills. However, results could have been skewed by the referral process that may have provided more white male students than minority and female students and by the fact that the students assessed were in danger of dropping out. Further research to determine the impact of race and gender is suggested. (Contains 15 references.) (KC)

ED 355 428

CE 063 314

Werner, Evelyn
 Advance: The Adult Education Clearinghouse. Final Report. July 1, 1991-June 30, 1992.
 Pennsylvania State Dept. of Education, Harrisburg.
 Div. of School Library Media Services.
 Spons Agency—Department of Education, Wash-

ington, DC.

Pub Date—92

Note—12p; For appendix A, the section 353 abstracts, see ED 342 895.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education, Adult Literacy, *Clearinghouses, *Data Collection, *Information Dissemination, Information Services, *Literacy Education, *Program Effectiveness, Program Evaluation, Reference Services

Identifiers—*Pennsylvania

The School Library Media Services Division of the Pennsylvania Department of Education administered the operation of Advance as Pennsylvania's adult education clearinghouse. The goal of the project was to provide Pennsylvania's adult educators with prompt access to information and resources to help them implement the most effective administrative and instructional practices. To support this goal, Advance managed and provided resources from a specialized collection of materials. The target audience for the service was the Bureau of Adult Basic Literacy Education (ABLE), and its funded programs: Adult Education Act Section 321 and 353 programs and Pennsylvania's Act 143 programs. Clients served included state staff, administrators, teachers, volunteers, counselors researchers, and graduate students. During the period July 1, 1991, through June 30, 1992, Advance added 850 publications to the collection. During this time, the program also responded to 937 requests for searches, locating information in online databases and by providing an information and referral service. Advance was able to remain within its goal of a 4-day turnaround; users reported that they were very pleased with the service. Advance also compiled, published, and distributed the abstracts of the Section 353 projects funded in Pennsylvania during FY 1991-92. To respond to demand, Advance reproduced and disseminated copies of three products: "A Field Guide to Literacy," "Where Are the Fathers in Family Literacy?" and "Literacy and You." Evaluation of the program concluded that it had successfully fulfilled its mission but that it could be improved by increased staffing and space. (KC)

ED 355 429

CE 063 315

Federal Prisons, Inmate and Staff Views on Education and Work Training Programs. Report to the Chairman, Select Committee on Narcotics Abuse and Control, House of Representatives.

General Accounting Office, Washington, DC. General Government Div.

Report No.—GAO/GGD-93-33

Pub Date—Jan 93

Note—54p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first copy free; additional copies \$2 each; 100 or more: 25% discount).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Correctional Education, Education Work Relationship, Federal Programs, Goal Orientation, High School Equivalency Programs, *Incentives, *Information Systems, *Literacy Education, *Outcomes of Education, Prisoners, Program Effectiveness, Recordkeeping, Student Motivation, *Vocational Education
 Identifiers—*Bureau of Prisons

The purpose of this study was to determine the uses and usefulness of prison literacy and vocational education programs to the 65,000 inmates of federal prisons. Data were collected in two ways: (1) a survey of prison staff and review of selected inmate case files and other data to determine if the Federal Bureau of Prisons (BOP) had reliable overall information on inmate participation in these programs; and (2) a survey of federal prisoners and prison staff on incentives for encouraging inmate participation and on the usefulness of BOP's vocational training and industry work assignments in providing marketable skills. Some of the results of the study were the following: (1) staff comments and review of documents showed that the BOP's Education Data System was not very accurate—although it could provide information on overall trends, it often contained erroneous data on individual prisoner's participation in and completion of education programs; (2) inmates reported that they were more inclined to participate in programs when they saw clear opportunities to improve their capabilities and post-

release success, whereas staff usually considered prisoners to be motivated more by current incentives involving cash awards and other tangible benefits for participation; (3) staff and inmates favored some incentives that BOP could arrange, such as security classification reductions, preferred housing assignments, attending school during the workday rather than during free time, and being paid the starting wage for inmate work for attending class; (4) more than half the inmates thought their vocational training would be useful in providing them with marketable skills, and one-third thought their prison jobs would be helpful; and (5) ex-prisoners who participated in employment and vocational education programs in prison had a better chance of maintaining employment and earning slightly more money than similar ex-prisoners who had not participated in the programs. The report recommends that the BOP explore ways to broaden the incentives for participating in training programs. (KC)

ED 355 430

CE 063 318

Duncan, Roberto A.
 Developing Diversity Initiatives: Definitions and Process.

Pub Date—[93]

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Business Responsibility, *Cultural Pluralism, *Diversity (Institutional), *Employment Practices, Ethnic Groups, Ethnic Relations, *Intercultural Communication, Labor Force Development, *Minority Groups, *On the Job Training, Organizational Climate, Racial Differences, Racial Relations, Social Differences

U.S. business and government are managing an increasingly heterogeneous work force. Between 1985 and 2000, white females, nonwhites, and immigrants are projected to represent 88 percent of new workers. Approximately 4 million new immigrant workers will join the work force during the next 10 years. Therefore, it is imperative that employers recognize and accommodate this diversity of talents and cultures. The old assimilation model no longer is desirable because it fosters disrespect for some cultures and increases tensions. In order to deal with diversity, employers must first define it. They must pay attention to multiple diversities of gender, race, ethnic origin, and cultural background. Employers should help new employees to acclimate themselves to the workplace by providing training in basic skills as well as in workplace expectations. At the same time, they should help dominant-culture employees respect and accept the new workers. Communications, in face-to-face exchanges as well as through company newsletters and training sessions, should be welcoming and should accentuate the positive effects of employing workers with varying talents and accomplishments. By reducing the kinds of stress that cause uncertainty and anxiety in workers from other cultures, and hence adversely affect productivity. Companies will be helped to better compete in the increasingly diverse marketplace of the next century. (Contains 10 references.) (KC)

ED 355 431

CE 063 319

Kan, Feng Min
 Employment and Access to On-the-Job Training of Chinese Women. Verhandelingen No. 47.
 Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Report No.—ISBN-90-6443-921-4

Pub Date—May 90

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Economic Development, Elementary Secondary Education, *Employed Women, Employment Opportunities, *Equal Opportunities (Jobs), *Females, Foreign Countries, Labor Market, Labor Problems, Manufacturing Industry, *On the Job Training, Salary Wage Differentials, Sex Differences, *Sex Discrimination, *Sex Fairness, Sex Role, Vocational Education
 Identifiers—*China

This paper investigates the change in women workers' position in the labor market in China since economic reforms were started 10 years ago. The reforms which granted enterprises more decision-making power and caused the Chinese government to stop subsidizing maternity leave, time off for breast feeding, and nursery school, resulted in

enterprises eliminating 63% to 80% of women workers in light and heavy industries. The study also examines women's access to on-the-job training (OJT) and analyzes problems women workers confront in the labor market. Two kinds of data were collected: literature about women was reviewed, and a survey was conducted in three factories in Beijing in June-July 1990. Interviews were conducted with educational leaders and factory supervisors. A questionnaire was distributed to 600 men and women workers; 505 questionnaires were returned. Two main historical factors contributed to the high involvement of Chinese women in the labor market: women's emancipation and China's economic development. Before the economic reforms, the number of employed women increased and women had a stable position in the labor market. After the economic reforms, women were clustered in low-skilled or unskilled jobs with low salaries. Women workers' educational attainment was better than that of men workers, but this did not help them gain more access to high-skilled and well-paid jobs. There was a positive relationship between OJT and women workers' jobs in terms of qualification, job security, salary, and promotion. Women workers did not enjoy the same access to OJT for these reasons: gender roles, practice of patriarchal ideology, and heavy burden of housework. Government initiative is needed to change women workers' positions in OJT and the labor market. (Contains 19 references.) (YLB)

ED 355 432

CE 063 320

Hoppers, Wim

Youth Programmes and the Transition from School to Work. Review of an International Conference (Wageningen, The Netherlands, December 16-21, 1985).

Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Pub Date—Apr 86

Note—93p.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Economic Development, Educational Development, Educational Innovation, Educational Research, *Education Work Relationship, Foreign Countries, General Education, Nonformal Education, Postsecondary Education, Program Effectiveness, Research Needs, Secondary Education, *Transitional Programs, *Youth Problems, *Youth Programs

Identifiers—Europe

This report reviews a conference for researchers, administrators, planners, and practitioners from countries with varying socioeconomic and cultural systems to exchange ideas and experiences about youth programs designed to ease the transition from formal schooling to the workplace. Part I contains an overview of the conference proceedings and a review of the nature of the contributions and types of conclusions. Main outcomes are synthesized, including the following: different meanings of the terms "youth" and "transition"; no consensus about the future direction of economic development and the implication for the structure of work; variety of strategies, approaches, programs, and practice; limiting conditions for comparisons; innovation and experimentation in the general education system; nonformal programs; new developments in work-based training for youth; a common experience across regions; less evidence of a common experience among the four categories of participants; and need for research. Part II contains two papers not presented: "Youth and Work" (Kok) and "The Transition of Young People from Education to Working and Adult Life" (Welbers). A report of the final plenary session by van den Bor is also provided. Part III consists of postconference written comments of four participants: "Youth Unemployment in Europe: Major Factors, Trends, and Strategies" (Daws); "A Report on the Conference" (Daws); "A Comment" (Bergmann); and "Some Propositions about the Transition from School to Working Life" (King). Appendixes include the participant list, conference program, and a list of papers presented. (YLB)

ED 355 433

CE 063 324

DeCoux, Valerie And Others

A Quantitative Examination of Philosophical Propositions of Adult Education Graduate Students.

Pub Date—Nov 92

Note—35p.; Paper presented at the Annual Meeting of the American Association for Adult and

Continuing Education (Anaheim, CA, November 4-7, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Adult Educators, Adult Learning, *Educational Philosophy, *Educational Practices, Educational Research, Graduate Students, Higher Education, Innovation, Learning Theories, Measures (Individuals), Teacher Attitudes, Teaching Methods, *Theory Practice Relationship

Identifiers—Educational Orientation Questionnaire, Philosophy of Adult Education Inventory, Principles of Adult Learning Scale

To examine the relationship among the Principles of Adult Learning Scale (PALS), Educational Orientation Questionnaire (EOQ), and Philosophy of Adult Education Inventory (PAEI), the three instruments were administered to 111 graduate adult education students. The instruments had similar purposes: PAEI measured philosophical orientation relative to adult education practice; PALS examined philosophy by examining congruence with teacher-centered or collaborative teaching styles; and EOQ explored the theoretical constructs of Knowles, in which pedagogy is contrasted with andragogy. The study also explored the philosophical leanings of the target population. The overall sample was predominantly Progressive on the PAEI and scored very close to the reported means for both the PALS and EOQ. Analysis of variance was used to compare groups within each of the demographic variables of age, gender, and occupational position across all scores on all three instruments. Only gender and age had significant differences on any scores. Correlations between demographic variables and all instrument scores and correlations among the three instruments' scores were examined using Pearson r. The significant, though moderate, correlation between the PALS and EOQ seemed to confirm that the two instruments were measuring similar constructs. (Appendixes include 2 data tables.) (Contains 56 references.) (YLB)

ED 355 434

CE 063 326

Butler, Mark And Others

Texas Quality Work Force Planning for the 21st Century. A Renewed Challenge for Education and Training Providers, Business, Industry, and Labor.

Texas Education Agency, Austin; Texas Higher Education Coordinating Board, Austin; Texas State Dept. of Commerce, Austin.

Pub Date—Dec 92

Note—90p.; For a related document, see ED 330 392.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Articulation (Education), Cooperative Planning, *Economic Development, Educational Improvement, *Educational Needs, *Educational Planning, Educational Practices, Futures (of Society), *Institutional Cooperation, *Labor Force Development, Models, Postsecondary Education, School Business Relationship, Secondary Education, Statewide Planning, Technical Education, Vocational Education

Identifiers—*Texas

A partnership among the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce was formed in 1987 to challenge representatives from education, training, business, industry, and labor to adopt a cooperative regional view of common needs and proposed solutions. As a result, 24 Quality Work Force Planning Committees were developed in 24 regions of the state. During the 1991-92 program year, the regions developed and implemented service delivery plans that had a number of effects: increased partnerships to support career and technical education and training programs; improved communication and dissemination of labor market information; and improved programs through provision of leadership, advocacy, and technical assistance. Projected outcomes of the cooperative planning include the following: (1) development of career path information for targeted occupations; (2) prominent involvement by business, industry, and labor in determining priorities for career and technical education; (3) increased efficiency and cost-effectiveness; (4) significant numbers of highly skilled workers trained in targeted occupations; (5) improved educational support for economic development; (6) models to assess skill standards and competencies; and (7) a

statewide career guidance system based on regional labor market information. (Appendixes constituting approximately half the document provide the following: map of Quality Work Force Planning Regions, the Quality Work Force Planning rules, targeted industries and occupations by region, results from 12 of the regions, and comparison of Quality Work Force Planning committees and tech prep consortia.) Contains nine references. (KC)

ED 355 435

CE 063 328

Turner, John A. And Others

Pension Policy for a Mobile Labor Force.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-88099-133-X

Pub Date—93

Note—259p.

Available from—W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007-4686 (paperback: ISBN-0-88099-133-X, \$15; hardcover: ISBN-0-88099-134-8, \$25).

Pub Type—Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Age Discrimination, *Career Change, Career Planning, *Dislocated Workers, *Dismissal (Personnel), Early Retirement, Employed Women, Financial Exigency, Foreign Countries, Income, *Job Layoff, Occupational Mobility, Older Adults, Personnel Policy, Policy Formation, Public Policy, Retirement, *Retirement Benefits, Sex Discrimination, Sex Fairness, Unemployment

Identifiers—Canada, Japan, Netherlands, *Pension Portability, United Kingdom

This book analyzes what happens to the pension benefits of workers who quit or are laid off jobs. The first chapter reviews the connection between job mobility and pension portability. Chapter 2 portrays a labor market undergoing changes that often result in reductions in retirement benefits. Chapter 3 describes job change further by examining data on workers by industry and the particular impact of mobility on women's pension benefits. Chapter 4 investigates size of consequent losses. Chapter 5 examines receipt and subsequent use of preretirement lump sum distributions. Chapter 6 discusses issues concerning the pension benefits of laid-off workers. Chapter 7 describes pension plan features that already reduce portability losses. Chapter 8 debates the pros and cons of pension portability reform in five areas: equity, tax and budget policy, regulation, economic effects, and financial responsibility. Chapter 9 describes and evaluates policy options designed to reduce portability losses. Chapter 10 examines how policies mandating portability would affect employers and workers and surveys studies relating pensions and job change. Chapter 11 examines the role of layoffs in portability losses. Chapter 12 discusses policies toward pension portability in Canada, Japan, the Netherlands, and the United Kingdom. Chapter 13 concludes the book with a selective list of policies that would reduce the pension benefit losses of job changers. (Appendixes include an index.) (Contains 164 references.) (YLB)

ED 355 436

CE 063 342

Powers, Jane Bernard

The "Girl Question" in Education: Vocational Education for Young Women in the Progressive Era. Studies in Curriculum History.

Report No.—ISBN-1-85000-847-7

Pub Date—92

Note—145p.

Available from—Falmer Press, Taylor & Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Business Education, *Educational History, *Educational Philosophy, Education Work Relationship, Federal Legislation, *Home Economics, Secondary Education, Unions, *Vocational Education, *Womens Education

Identifiers—Progressive Era, *Smith Hughes Act

This book analyzes the history of vocational education for girls in the United States since about 1900. The analysis is developed from the larger issues raised by what turn-of-the-century educators called "the woman question," or "What ought woman to be?" The book analyzes competing ideologies and correlates prescriptions with politics and practices in vocational education. The women who actively shaped policy and carried out a variety

of different programs are profiled. The book documents that home economics training, rather than being a means of social salvation, became a vehicle of class and racial stratification. The analysis shows that young women and their parents, pushed by opposition from unions, steered clear of blue collar jobs and turned instead to commercial education. Although business education had made no claims, it provided a pathway into respectable jobs, especially when compared to factory work. The book also traces the history of federal support for vocational education, especially that provided by the Smith-Hughes legislation. (KC)

ED 355 437 CE 063 344

Anderson, Clinton L. And Others
Helping Servicemembers with Flawed High School Education.
Pub Date—Nov 92

Note—113p. A paper based on this report was presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 4-7, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Basic Education, Basic Skills, College Preparation, *Developmental Studies Programs, Educational Cooperation, *Educationally Disadvantaged, Educational Needs, *Enlisted Personnel, *Government School Relationship, Higher Education, *High Risk Students, Individual Development, Institutional Cooperation, Military Service, Military Training, *Minority Groups, Needs Assessment, Remedial Programs, Skill Development, Student Financial Aid, Transitional Programs

New recruits who need developmental work to be ready for college-level work often seem to fall into a gap in the military's structure for education. Contrary to what critics portray, research points to a variety of success-oriented developmental education programs. Factors that ensure program success include inclusion of problem solving and critical thinking, academic credit, incorporation as part of the academic affairs area of the institution, and the educators themselves. The Department of Defense (DOD) and the military services support educational opportunities for servicemembers. Although over 90 percent of servicemembers are high school graduates, many are at risk academically. Study findings illustrate a need for adult basic and developmental education, especially among minorities. Data suggest high percentages of those academically at risk will not draw available education benefits. Institutional efforts to support servicemembers through developmental education are in place at Tidewater Community College (Virginia), Central Texas College, and Fayetteville Technical College (North Carolina). Issues to be resolved are as follows: the need for developmental education to help academically at-risk minority servicemembers; whether DOD has a real social mission for helping develop youth; resources; role of leadership development; identification of prospective students; and student motivation. Appendixes include a description of Servicemembers Opportunity Colleges, and course descriptions from developmental programs. (Contains 66 references.) (YLB)

ED 355 438 CE 063 345

Anderson, Clinton L.
The Tuition Assistance Program in the Military.
Pub Date—5 Jun 91

Note—111p. Appendices containing material reproduced from other sources will not reproduce well.

Pub Type—Reports—Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Education, Armed Forces, *Continuing Education, Educational Finance, *Enlisted Personnel, Federal Aid, Federal Legislation, Higher Education, Instructional Student Costs, Military Service, Training Allowances, *Tuition Grants

Since May 7, 1947, the Tuition Assistance (TA) Program has been the principal vehicle for helping enlisted active duty servicemembers afford the costs of participating in college programs and courses. Data from recent studies indicate strong and consistent associations between participation in the TA program and retention in the military as well as a strong correlation between participation and enlisted promotions. A historical search of legislative actions shows Congress's clear endorsement of the military's initiatives to provide voluntary adult and

continuing education to servicemembers—education that is "in addition to" military training. A long and continuous chain of enabling legislation allows the military to use Department of Defense (DOD) appropriated funds for payment of tuition for off-duty training or education. The TA program is integral to the Voluntary Education Program for Military Personnel as presented in a DOD directive that military services implement by establishing and maintaining voluntary education programs within their specific services. Efforts are underway in some major Army commands to mingle education and training functions. If funds and personnel resources appropriated by Congress for the voluntary education programs in the military services are used strictly for military training purposes, adult and continuing education in the military has been co-opted. (The document includes the following attachments: pertinent U.S. Code sections, excerpts of Congressional hearings and reports, the DOD directive, Army regulation 621-5 and a paper, "The DOD Tuition Assistance Program," by David Boesel and Kyle Johnson.) (YLB)

ED 355 439 CE 063 346

Palmer, Teresa M.
Human Resource Development and the Corporate Mission Statement.

Pub Date—Nov 92

Note—10p. Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 4-7, 1992).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Business, Human Resources, *Labor Force Development, *Manufacturing Industry, *Mission Statements, *Personnel Policy, Questionnaires, Research, *Services

Identifiers—Corporations, Fortune 500

Two research projects examined the extent to which corporate commitment to human resource development is reflected in mission statements. In the first study, a questionnaire designed to elicit training data was sent to 333 Fortune 500 manufacturing and service firms; 81 completed questionnaires were returned. Sixty-nine percent of the respondents indicated their organizations had formal policies recognizing human resources as an essential corporate asset; 9 of the 13 industries included in the study had a majority of responding firms indicate that corporate policy related to human resources had changed in the last 5 years. In the second study, a letter was sent to the director of human resources at 256 Fortune 500 manufacturing firms from 7 selected industries and 245 Fortune 500 service firms from 5 service industries requesting a copy of the firm's mission statement and/or goals. Responses were received from 103 firms; 86 sent some form of mission statement. Although total returns in the manufacturing and service sectors were similar (16.4 and 17.9 percent), among industries there was a great range of response rates: 6 percent of savings institutions and 32 percent of utility companies sent mission statements. A number of firms responded that they did not have mission statements. Mission statements ranged from simple one-sentence descriptions of the nature of the business or goal statements to 5-10 pages of text. Twenty-five mission statements contained no mention of employees. (Contains 30 references.) (YLB)

ED 355 440 CE 063 347

Nel, Johanna
Achieving Competence in an Uncertain World: Informal Adult Education on the Frontier, Wyoming 1867-1916.

Pub Date—Nov 92

Note—17p. Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Anaheim, CA, November 4-7, 1992).

Pub Type—Speeches/Meeting Papers (150)—Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Adult Education, *Educational History, Educational Opportunities, Educational Practices, Library Development, *Library Extension, Library Materials, *Museums, *School Community Relationship, United States History, Universities

Identifiers—*Informal Education, *Wyoming
Informal adult learning opportunities in Wyoming at the turn of the century were offered through pop-

ular lectures, newspaper articles, a traveling library, and the University of Wyoming's libraries and museums. Laramie City, one of the earliest towns to be established in Wyoming Territory, was home to a large concentration of formally educated individuals who played a prominent role in the informal education of Wyoming pioneers. In 1886, the University of Wyoming was established. Its faculty's contributions were especially noteworthy in regard to their efforts to ensure that the university library was open to the adult public and that its holdings contained books and journals of general interest and educational value. As important as the contributions of the library to promote informal adult education in Wyoming were the various campus museums established during the period. The museums were open for public visits and inquiries. Through the efforts of the university librarian, adults living in remote areas were able to obtain fictional and non-fictional reading materials by means of a traveling library in 1913. Starting in 1890, university faculty introduced a system of special lectures that were open to all townspeople. Local newspapers played an important role in the educational life of the state during this period. Faculty members wrote numerous popular scientific articles for the local newspapers of Wyoming. (Contains 54 references.) (YLB)

ED 355 441 CE 063 349

Correctional Programs, Education Year End Report, 1991/92. National Report = Programmes correctionnels, Rapport annuel sur l'Education, 1991/92. Rapport national.

Correctional Service of Canada, Ottawa (Ontario). Pub Date—92

Note—51p. For the 1990/91 report, see ED 349 416.

Language—English; French

Pub Type—Reports—Descriptive (141)—Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accountability, *Adult Basic Education, Colleges, *Correctional Education, Enrollment Rate, Foreign Countries, Higher Education, High School Equivalency Programs, High Schools, *Program Effectiveness, Statistical Data, Universities, *Vocational Education, Withdrawal (Education)

Identifiers—*Canada

This 1991-92 report for correctional education in Canada provides analysis as well as statistical information for education programs provided during the fiscal year. A national overview contains data dealing with effectiveness based on participation, efficiency based on student/teacher ratio, and efficiency based on cost per full-time equivalent student. The remainder of the report is divided into the six components of the education program. Sections 2 and 3 on adult basic education (ABE)—grade 8 and grade 10, respectively, analyze data on effectiveness based on enrollment target rate, number of completions, enrollment/completion ratio, and withdrawal/transfer rate. Section 4 provides combined data on secondary to university education programs, including effectiveness based on course registrations and completion rate. Sections 5, 6, 7, and 8 on secondary education, including General Education Development; vocational education; college education; and university education provide narrative and data on effectiveness based on completion rate. The French language version is included. (YLB)

ED 355 442 CE 063 351

Principles for the Development of Core Skills across the Curriculum. Core Skills Action Pack. Further Education Unit, London (England). Report No.—ISBN-1-85338-293-0

Pub Date—93

Note—77p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Academic Education, *Basic Skills, *Curriculum Development, Educational Administration, Educational Planning, Educational Quality, Foreign Countries, Institutional Administration, *Integrated Curriculum, Postsecondary Education, Program Improvement, Skill Development, Strategic Planning, *Student Evaluation, *Student Participation, Student Responsibility, Vocational Education

Identifiers—Core Skills Project, Great Britain

This packet contains a set of principles for core skills development together with corresponding activities for teachers and learners that have been de-

veloped in Great Britain. Core skills are defined as transferable skills central to academic, vocational, and personal development. An introduction explains the FEU's principles and guidelines for the core skills development and presents a brief outline of FEU's Core Skills Post-16 project and an update of current national core skills development. Five sets of guidelines are provided, each of which corresponds to a core skills development area: institutional management, planning and developing the curriculum, learner participation and action planning, learning opportunities, and assessing, recording, and reviewing achievement. Each booklet contains a list of principles and activities/criteria by which institutions, teams, or individuals can judge their core skills development in that area; examples of activities and quotations from the project colleges illustrating them; and key findings and recommendations in each area arising from the project work. A set of action sheets contains the lists of principles and suggested activities in all five areas. These can be completed by teams or individuals to plan or review their own progress in core skills development. The last item is a glossary. (YLB)

ED 355 443 CE 063 352

Training Credits: The Implications for Colleges.

Further Education Unit, London (England).

Pub No.—ISBN-1-85338-290-6

Pub Date—Jan 93

Note—17p.

Available from—Further Education Unit Information Centre, Citadel Place, Tinworth Street, London SE11 5EH, England, United Kingdom.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, *College Role, Curriculum Development, Educational Finance, Federal Government, Federal Programs, Foreign Countries, Job Training, Marketing, National Programs, Postsecondary Education, Program Development, Publicity, School Choice, Staff Development, Student Costs, *Student Financial Aid, Student Personnel Services, *Technical Institutes, *Training Allowances, *Vocational Education, Youth, Youth Programs

Identifiers—Great Britain, *Training Credits (Great Britain)

By 1996, Training Credits (TCs) will be available to all 16- and 17-year-olds leaving full-time education or training in Britain. They are funded by the transfer of resources that would otherwise be paid to technical colleges for part-time provision for this age group and through resources allocated for the Youth Training program. The aim of TCs is to empower learners to purchase training appropriate to their needs and stimulate a competitive and responsive training market. Evidence from the first round of TC schemes is that young people think TCs are much better than Youth Training and many did not know they were TC holders. Young people need opportunities to develop skills necessary for empowerment and to explore the concept. Colleges must provide a curriculum and services that enable them to be flexible, accessible, and responsive. College provision must be effective, attractive, accurately costed, and competitively priced. Training and Enterprise Councils are responsible for the design and implementation of local TC programs. Involvement of college personnel and other providers in design, marketing, and collaboration with other key players will contribute to development of coherent systems and processes. Development is important to help staff understand the underlying intentions of this program. Colleges need to have efficient systems in place to enable them to claim full payment for TCs and to meet administrative requirements. (Nineteen key questions are appended as a checklist for colleges.) (YLB)

ED 355 444 CE 063 379

Wheeler, Jan

Vocational Preparation Teacher. Revised.

Missouri Univ., Columbia, Missouri LINC.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Div. of Vocational and Adult Education.

Pub Date—Jan 93

Note—187p.

Available from—Instructional Materials Laboratory, 8 London Hall, University of Missouri-Columbia, Columbia, MO 65211 (order no 95-0094-I: \$16.20).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Education, Career Educa-

tion, *Career Exploration, Course Evaluation, Daily Living Skills, Educational Cooperation, Educational Legislation, Federal Legislation, Integrated Curriculum, Job Skills, *Prevocational Education, Program Evaluation, Secondary Education, Special Education, *Special Needs Students, Statewide Planning, Student Evaluation, Vocational Aptitude, Vocational Education, *Vocational Evaluation, *Vocational Rehabilitation Identifiers—Missouri

This guide is designed to assist in defining the role and responsibilities of vocational preparation (VP) teachers in Missouri. Section 1 discusses the role of the VP teacher in instructing and preparing students from special populations in prevocational skills essential to completing a vocational program. Section 2 summarizes relevant legislation. The remainder of the guide is divided into five sections, each of which focuses on one of five areas of responsibility of the VP teacher. Each section begins with an overview and concludes with sample resources. Section 3 addresses skills useful to students in obtaining employment and in other life situations. Suggestions are included for teaching practical and less tangible skills. Section 4 addresses methods for effective career exploration. It includes how to use resource books, guest speakers, field trips, and job shadowing. Section 5 focuses on vocational assessment to determine the most appropriate vocational education/occupation areas for each student. Section 6 offers guidelines for assisting the VP teacher in working with vocational instructors to ensure the skills and assessments he/she teaches are those necessary for successful entrance into the vocational education program. Section 7 looks at some ways meetings or contacts with other teachers, administrators, counselors, other educational personnel, parents, and advisory committee members might be handled. A glossary and 42 references are appended. (YLB)

ED 355 445 CE 063 382

Davis, Diane Tadrick, Christine

Fundamentals of Commercial Art. Module 1. Commercial Art. Instructor's Guide.

Missouri Univ., Columbia, Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Div. of Vocational and Adult Education.

Pub Date—92

Note—118p.; For related documents, see CE 063 383-386.

Available from—Instructional Materials Laboratory, 8 London Hall, University of Missouri-Columbia, Columbia, MO 65211 (order no 70-8201-I: \$10.55).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, *Commercial Art, Competency Based Education, Graphic Arts, Instructional Materials, *Layout (Publications), Learning Activities, Learning Modules, Photography, Postsecondary Education, *Printing, Publications, Secondary Education, State Curriculum Guides, Tests, Units of Study

This module is the first of five in the Commercial Art series. The curriculum guide is designed for competency-based teaching and testing. Within this module on fundamentals of commercial art are six instructional units. A cross-reference table reveals how the instructional components of the module relate to Missouri competencies. Each unit includes some or all of the following components: unit and specific objectives; table of contents; reference list; notes to the instructor; information sheets in outline form; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Unit topics are as follows: basic tools, paper and related supplies, type, proofreading and camera equipment, photos in a layout, and color separations and printer specifications. (YLB)

ED 355 446 CE 063 383

Benke, Tom And Others

Layout and Design. Module 2. Commercial Art. Instructor's Guide.

Missouri Univ., Columbia, Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Div. of Vocational and Adult Education.

Pub Date—92

Note—131p.; For related documents, see CE 063 382-386.

Available from—Instructional Materials Laboratory, 8 London Hall, University of Missouri-Columbia, Columbia, MO 65211 (order no 70-8202-I: \$12.95).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, Art Education, *Commercial Art, Competency Based Education, *Design, Designers, Graphic Arts, Instructional Materials, *Layout (Publications), Learning Activities, Learning Modules, Photography, Postsecondary Education, *Printing, Publications, Secondary Education, State Curriculum Guides, Tests, Units of Study

Identifiers—Textiles

This module is the second of five in the Commercial Art series. The curriculum guide is designed for competency-based teaching and testing. Within this module on layout and design are eight instructional units. A cross-reference table reveals how the instructional components of the module relate to Missouri competencies. Each unit includes some or all of the following components: unit and specific objectives; table of contents; reference list; notes to the instructor; information sheets in outline form; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Unit topics are as follows: (1) rough and comprehensive layouts; (2) logo design; (3) business cards, letterheads, and envelopes; (4) black and white illustration; (5) design for large formats; (6) magazine and newspaper ads; (7) flyers and programs; and (8) textile designs. (YLB)

ED 355 447 CE 063 384

Benke, Tom And Others

Illustration. Module 3. Commercial Art. Instructor's Guide.

Missouri Univ., Columbia, Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Div. of Vocational and Adult Education.

Pub Date—92

Note—64p.; For related documents, see CE 063 382-386.

Available from—Instructional Materials Laboratory, 8 London Hall, University of Missouri-Columbia, Columbia, MO 65211 (order no 70-8203-I: \$6.95).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, *Cartoons, *Commercial Art, Competency Based Education, Diagrams, Graphic Arts, *Illustrations, Instructional Materials, Layout (Publications), Learning Activities, Learning Modules, Photography, Postsecondary Education, *Printing, Publications, Secondary Education, State Curriculum Guides, Technical Illustration, Tests, Units of Study

This module is the third of five in the Commercial Art series. The curriculum guide is designed for competency-based teaching and testing. Within this module on illustration are four instructional units. A cross-reference table reveals how the instructional components of the module relate to Missouri competencies. Each unit includes some or all of the following components: unit and specific objectives; table of contents; reference list; notes to the instructor; information sheets in outline form; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Unit topics are as follows: perspective, lettering and calligraphy, specialty illustrations, and cartooning. (YLB)

ED 355 448 CE 063 385

Computer Graphics. Module 4. Commercial Art. Instructor's Guide.

Missouri Univ., Columbia, Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Div. of Vocational and Adult Education.

Pub Date—92

Note—42p.; For related documents, see CE 063 382-386.

Available from—Instructional Materials Laboratory, 8 London Hall, University of Missouri-Columbia, Columbia, MO 65211 (order no 70-8204-I: \$4.55).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, *Commercial Art,

Competency Based Education, *Computer Graphics, Computer Software, Design, *Desktop Publishing, Graphic Arts, Instructional Materials, *Layout (Publications), Learning Activities, Learning Modules, Photography, Postsecondary Education, Printing, Publications, Secondary Education, State Curriculum Guides, Tests, Units of Study

This module is the fourth of five in the Commercial Art series. The curriculum guide is designed for competency-based teaching and testing. Within this module on computer graphics are six instructional units. A cross-reference table reveals how the instructional components of the module relate to Missouri competencies. Each unit includes some or all of the following components: unit and specific objectives; table of contents; reference list; notes to the instructor; information sheets in outline form; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Unit topics are as follows: introduction to desktop publishing, desktop publishing systems, software, type selection, document design, and layout. A glossary of terms from modules 1-3 and 5 is appended. (YLB)

ED 355 449 CE 063 386

Wollerman, LaVerne

Employment Preparation. Module 5. Commercial Art. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—92

Note—101p; For related documents, see CE 063 382-385.

Available from—Instructional Materials Laboratory, 8 London Hall, University of Missouri-Columbia, Columbia, MO 65211 (order no 70-8205-I: \$9.80).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Education, Career Education, *Commercial Art, Competency Based Education, Education Work Relationship, *Employment Interviews, *Employment Potential, Graphic Arts, Individual Development, Instructional Materials, *Job Search Methods, Layout (Publications), Learning Activities, Learning Modules, Photography, Postsecondary Education, Printing, Publications, *Resumes (Personal), School Choice, Secondary Education, State Curriculum Guides, Tests, Units of Study

This module is the fifth of five in the Commercial Art series. The curriculum guide is designed for competency-based teaching and testing. Within this module on employment preparation are five instructional units. A cross-reference table reveals how the instructional components of the module relate to Missouri competencies. Each unit includes some or all of the following components: unit and specific objectives; table of contents; reference list; notes to the instructor; information sheets in outline form; transparency masters; handouts; assignment sheets; job sheets; and unit test with answer key. Unit topics are as follows: finding a school, finding and keeping a job, growing and improving, resume and cover letter development, and the job interview. (YLB)

ED 355 450 CE 063 387

Introduction to Drafting Fields. Drafting Module 7. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—92

Note—408p; For modules 1-6 and 9-10, see ED 336 598-605; for module 8, see CE 063 388.

Available from—Instructional Materials Laboratory, 8 London Hall, University of Missouri-Columbia, Columbia, MO 65211 (order no 70-4007-I: \$43.20).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Blueprints, Competence, *Competency Based Education, Course Content, *Drafting, Learning Modules, Lesson Plans, Orthographic Projection, Postsecondary Education, Secondary Education, Teaching Methods, Test Items, Transparencies, Units of Study, Vocational Education

Identifiers—*Dimensioning (Mechanical Drawing)

This module, 1 of 10 in the Drafting curriculum guide developed in Missouri, contains 7 units of study that include some or all of the following components: performance objectives, lesson plans, information sheets, transparency masters, handouts, assignment sheets, job sheets, a unit test, and answers to the unit test. Special instructions on using audiovisual aids, supplies, and equipment are included in notes to the instructor near the beginning of each unit. All units are competency based and cross-referenced to a competency profile at the beginning of the module. The units cover the following topics: (1) introduction to architectural drawings; (2) introduction to residential design; (3) dimensioning architectural drawings; (4) electrical drawings; (5) introduction to pipe drawings; (6) introduction to structural steel drawings; and (7) introduction to surveying (civil) drawings. (KC)

ED 355 451 CE 063 388

Introduction to Production/Manufacturing Drafting. Drafting Module 8. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—92

Note—245p; For modules 1-6 and 9-10, see ED 336 598-605; for module 7, see CE 063 387.

Available from—Instructional Materials Laboratory, 8 London Hall, University of Missouri-Columbia, Columbia, MO 65211 (order no 70-4008-I: \$26).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Blueprints, Competence, *Competency Based Education, Course Content, *Drafting, Electronics, Learning Modules, Lesson Plans, Manufacturing, Orthographic Projection, Postsecondary Education, Secondary Education, Sheet Metal Work, Teaching Methods, Test Items, Transparencies, Units of Study, Vocational Education

This module, 1 of 10 in the Drafting curriculum guide developed in Missouri, contains 3 units of study that include some or all of the following components: performance objectives, lesson plans, information sheets, transparency masters, handouts, assignment sheets, job sheets, a unit test, and answers to the unit test. Special instructions on using audiovisual aids, supplies, and equipment are included in notes to the instructor section near the beginning of each unit. All units are competency based and cross-referenced to a competency profile at the beginning of the module. The units cover the following topics: (1) introduction to electronic drawings; (2) introduction to machine drawings; and (3) introduction to sheet metal drawings. (KC)

ED 355 452 CE 063 390

Meacham, David Zubair, Afa. Shafiea

Models of Distance Education for Developing Island States.

Pub Date—Nov 92

Note—12p; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 8-13, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Cultural Influences, *Developing Nations, *Distance Education, *Educational Improvement, *Educational Practices, Environmental Influences, Foreign Countries, *Models, Postsecondary Education, Secondary Education

Identifiers—Maldives, Solomon Islands

The key to successful establishment of distance education in developing countries seems to be the initial choice of an appropriate model (a model that can be built upon the historical and cultural context, can survive in an environment of limited resources, and will be compatible with the views and ambitions of its political sponsors and clients). Such a model should take into consideration the following factors: (1) historical influences; (2) cultural factors; (3) geography and infrastructure; (4) the technological environment; and (5) the political dimension at all levels. The best models of distance education in small developing countries (such as the Solomon Islands and the Maldives) include situational analysis to identify significant environmental characteristics

and the relationships between such factors and their relationship with the functions of distance education. (Contains 15 references.) (KC)

ED 355 453

CE 063 391

Kasworm, Carol E. Yao, Bing

The Development of Adult Learner Autonomy and Self-Directedness in Distance Education.

Pub Date—10 Nov 92

Note—11p; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 10, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Adult Education, Adult Learning, Decision Making, *Distance Education, Instructional Systems, *Learner Controlled Instruction, Models, Nontraditional Education, *Open Education, Open Universities, *Personal Autonomy, Postsecondary Education, Student Centered Curriculum, Student Projects, Student Role

Identifiers—Instructional Systems Design

Distance education's use of the instructional systems design model has been challenged by critics who suggest that the learner is passive and learning is superficial. A suggestion is that distance education should be structured so that learners assume a more active role in the development and use of autonomous and self-directed learning strategies. The learner would be active making decisions about the learning process. This interactive learning process reflects a unique developmental journey; adult learners develop skills, knowledge, and attitudes as they engage in increasingly advanced forms of self-direction. To create learner autonomy and self-direction, a design model of teaching/learning in distance education is proposed that suggests a continuum of three stages, moving from low autonomy and self-directedness in learners in Stage 1 to stimulating varied design models of actions and thinking through moderate instructor dominance and selected student autonomy and self-directed actions in stage 2. This stage would provide moderated group discussions and projects through the tutelage of the instructor. In Stage 3 of high student autonomy and low instructor dominance, the learner would actively design the learning experience. Courses and learning experiences that maximize learner dominance would be offered. (YLB)

ED 355 454

CE 063 413

Freer, Kevin J.

Adult Literacy Volunteers. ERIC Digest No. 132.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-93-132

Pub Date—93

Contract—R188062005

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, College Students, Federal Legislation, Higher Education, Instructional Materials, *Student Participation, Tutors, *Volunteers, *Volunteer Training

Identifiers—ERIC Digests

The role of literacy volunteers has taken on new dimensions due to national policy changes and changing views of literacy providers. The fifth National Education Goal, which stated that by the year 2000 every adult American will be literate, has resulted in increased interest in adult literacy programs. The role of the adult new reader is changing as learner-centered approaches become more widespread. Student inputs in program management, goal setting, board policy, and publication of student writings are examples of learner participation. Literacy Volunteers of America and Laubach Literacy Action are trying new approaches to tutor training and producing materials to help local programs with quality and accountability. College student participation as volunteer tutors is on the rise, spurred by the Student Coalition for Action in Literacy Education (SCALE) and the federally funded Student Literacy Corps. Recent developments have raised a number of issues regarding literacy volunteers: equity and access, learner involvement mandated by judicial systems and state assistance programs, program evaluation and learner assessment, partner-

ships and coalitions, resistance to change, and conflicting research agendas. (Contains 14 references.) (SK)

ED 355 455

CE 063 414

Imel, Susan

Vocational Education's Role in Dropout Prevention. ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-93-133

Pub Date—93

Contract—R188062005

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coping, Demonstration Programs, *Dropout Prevention, *Employment Potential, *High Risk Students, *Job Skills, Models, *Pupil Personnel Services, Secondary Education, *Vocational Education

Identifiers—ERIC Digests, National Education Goals 1990

Appropriately implemented vocational education programs can help achieve National Education Goal 2—increasing the high school graduation rate to at least 90 percent. A 3-year study of dropout prevention in 10 demonstration sites has resulted in an enhanced vocational education program model described in "Vocational Education for the 21st Century" (Hamby 1992) to help at-risk students graduate with skills for the competitive job market.

The model has both a curriculum component and an educational support system. The curriculum component encompasses four areas: academics, vocational-technical education, employability skills training, and development of life-coping skills, a critical element for school and work success. The educational support system comprehensively addresses a number of elements: program location, instructional strategies, counseling, student management, parent involvement, and transportation, among others. The Lifelong Options Program (LOP) is a holistic approach arising out of the experiences of the demonstration sites. Its six curriculum components are as follows: vocational education, applied academics, counseling, employability skills, life coping skills, and physical education. The vocational component offers students a choice among options: vocational education curriculum, job shadowing, community-based education, work experience, and school-based business enterprise. (SK)

ED 355 456

CE 063 415

Lankard, Bettina A.

Integrating Science and Math in Vocational Education. ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-93-134

Pub Date—93

Contract—R188062005

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Cooperation, *Integrated Curriculum, *Mathematics Instruction, *Physics, *Science Instruction, Secondary Education, *Team Teaching, Technology Education, *Vocational Education

Identifiers—ERIC Digests

Although science and math are increasingly important in the workplace, many students, especially females, avoid these subjects. One route to the achievement of National Education Goal 3—increasing student competence in challenging subject matter—is through integration of vocational education with science and math, enabling students to apply academic knowledge to specific occupational tasks.

Among recent integration projects in PHYS-MA-TECH, a collaborative effort of the Illinois Board of Education, Northern Illinois University, five industries, and five high schools. The project features an integrated curriculum developed and delivered by teams of math, physics, and technology teachers in a nontraditional learning environment through team teaching and innovative delivery models. The Technology/Science/Mathematics Integration Project in Virginia middle schools focuses on applying science and math principles to

real-world technological problems. In Washington State, a materials science and technology curriculum uses integrated and cooperative learning techniques to link knowledge of materials composition to workplace application. Integration of science and agricultural education in Tennessee enables students to use an agriculture course for college prep credit requirements. Team teaching is essential for integrated programs. Team teaching fosters mutual respect among disciplines, expands the repertoire of strategies and techniques, and increases enthusiasm and motivation for teaching. U.S. student performance in international comparisons highlights the importance of opening doors to science and math to students through vocational education. (Contains 12 references.) (SK)

ED 355 457

CE 063 416

Kerka, Sandra

Career Education for a Global Economy. ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-93-135

Pub Date—93

Contract—R188062005

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Career Development, *Career Education, Cross Cultural Training, Economic Change, *Employment Patterns, *Employment Potential, *Global Approach, *Job Skills, Teamwork

Identifiers—ERIC Digests, National Education Goals 1990

Preparation for productive employment in a global economy is one aspect of National Education Goals 3 and 5. Career education can help people realize the opportunities and meet the challenges of the international workplace. The emergence of flexible, information-based technologies is a primary factor in the evolution of the global economy. New market standards, electronic communications, and emphasis on work teams are changing the competitive framework and the content of many jobs. In addition to technical skills, workers will need an array of interpersonal skills, competence in intercultural communication, and appreciation of different cultures. Competing on a global level requires a global mindset—the ability to look at the broader context, deal with ambiguity, trust processes rather than structure, and strive for continuous self-development. The content and focus of career education and development are changing in a global context. Although familiar components such as self-knowledge, occupational exploration, and job search skills remain important, the ability to take personal responsibility for career development and to set career competencies in the larger context is essential. Ability to locate information is becoming necessary both to find a job and to do a job. Workers will need assistance in new areas: undertaking career negotiation; adjusting to downsizing, mergers, and underemployment; helping families adjust to relocation; and reassessing the meaning of work. (Contains 13 references.) (SK)

ED 355 458

CE 063 436

The Link. A Newsletter on Advancing the Academic Competencies for General and Vocational Students, 1991.

Southern Regional Education Board, Atlanta, Ga.

Pub Date—91

Note—33p.; Document is printed on colored paper. Available from—Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 (33).

Journal Cit—Link; v1 n1-3 Feb-Aug 1991

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Academic Education, Basic Skills, Black Students, Comparative Analysis, Educational Change, *Educational Improvement, Females, High Schools, High School Students, *Integrated Curriculum, Males, Mathematics Instruction, Pilot Projects, Racial Differences, Science Instruction, Sex Differences, Sex Fairness, *Vocational Education, White Students

These three newsletter issues describe what pilot sites sponsored by the State Vocational Education

Consortium are doing to improve the academic competencies for general and vocational students. The first issue summarizes the activities occurring in pilot sites, including establishing higher expectations for general and vocational students, reading for learning, academic and vocational teachers working together, guiding students through a program of study, and restructuring the large high school for students in vocational studies. The second issue examines three aspects of the 1990 National Assessment of Educational Progress data comparisons: black and white students, females and males, and high achieving and low achieving sites. Among the issues raised are the following: the achievement gap between black and white students, significantly higher scores of female students in reading, significantly higher scores of male students in mathematics and science, and perceptions of students at low achieving sites that academic teachers are not interested in them. The third issue outlines the following findings about integrating academic and vocational education: (1) the quality of high school experiences had a major impact on students' achievement; (2) sites making the greatest gains in achievement had a core group of teachers who bonded together and focused their mission on the outcomes of reading, mathematics, and science, raised expectations for students, and had strong action-oriented leaders; and (3) a major effort to improve secondary schools should focus on a few outcome goals, have a focus at the school building level, and have strong state leadership. (YLB)

CG

ED 355 459

CG 024 819

Tremper, Mel

Don't Drink and Drive. Completion of Treatment Guidelines. Driver Education Evaluation Programs.

Maine State Dept. of Human Services, Augusta.

Pub Date—Mar 89

Note—18p.; Produced within the Office of Alcoholism and Drug Abuse Prevention.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, *Alcoholism, Counseling Objectives, *Counseling Services, Driver Education, *Driving While Intoxicated, *Drug Abuse, Drug Rehabilitation, Program Content, Rehabilitation, State Programs, *Substance Abuse

Identifiers—*Maine

This booklet sets forth a common framework within which providers of substance abuse services approved by the Maine Division of Driver Education Evaluation Programs (DEEP) can evaluate, treat, and certify the completion of treatment of persons convicted of operating under the influence. It presents criteria for classifying individuals according to their degree of progression in the disease of chemical addiction and recommends appropriate treatment requirements. It is noted that consistent use of this framework should result in a more uniform approach to DEEP evaluation, referral, and treatment process. First an overview of the guidelines and general considerations are presented. The salient characteristics/symptoms of different levels of users are discussed. Physical, psychological, and social characteristics/symptoms are presented for the levels of problem user, early stage, middle stage, late stage, and final stage. Characteristics of individuals in each of these stages and the rationale for treatment of each level is described. Definitions of terms are provided. (ABL)

ED 355 460

CG 024 820

Primmerman, William

Maine Student Athlete Alcohol and Other Drug Use Assessment, 1991. Summary Report.

Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Alcohol and Drug Education Services.

Pub Date—Sep 91

Note—16p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, *Athletes, *Drug Abuse, High Schools, *High School Students, Incidence, Junior High Schools, *Junior High School Students, Sex Differences, Smoking, State Surveys, Substance Abuse

Identifiers—*Maine

This report presents findings from the Maine Student Athlete Alcohol and Other Drug Use Assessment, 1991. Summary Report.

dent Athlete Alcohol and Other Drug Use Assessment conducted in 1991. It is noted that the survey instrument was comprised of 155 questions and was completed by 2,891 junior and senior high school student athletes in grades 7 through 12. Results are presented in these areas: (1) percent of athletes who perceive a moderate to very big problem with alcohol and drug use among their teammates; (2) amount of use of alcoholic beverages by male and female athletes; (3) amount of use of tobacco products by male and female athletes; (4) percentage of male and female athletes reporting monthly, weekly, or daily use of beer, cigarettes, marijuana, or steroids; (5) percent who report that adults in their communities sponsor parties where alcohol is served to athletes; (6) percentage of athletes who have never practiced or played a game while under the influence of alcohol or other drugs; (7) percentage of athletes who will go to a party where alcohol and other drugs are being served; (8) percentage of those who have ever been concerned that a member of their family has a problem with alcohol or drug abuse; (9) how often the subject's school allows an athlete to get help for alcohol/drug problems without being punished; and (10) percentage of athletes feeling some, a fair amount, or intense pressure to participate, perform, and win in school athletics. (ABL)

ED 355 461 CG 024 821

O'Farrell, Timothy J. And Others

Cost Benefit Analyses of Behavioral Marital Therapy with and without Relapse Prevention Sessions for Alcoholics and Their Wives.

Pub Date—Nov 92

Note—18p; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (26th, Boston, MA, November 19-22, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcoholism, *Counseling Effectiveness, *Health Care Costs, *Legal Costs, *Marriage Counseling, *Rehabilitation, Spouses, Veterans

Identifiers—*Behavioral Marital Therapy

Several studies have indicated that costs of alcoholism treatment are partially or completely offset by monetary benefits of reduced health and legal system costs after such treatment, although most of these studies have been conducted in the private rather than the public alcoholism treatment system. This study examined the health and legal system costs for alcoholics treated at a Veterans Administration (VA) Medical Center (Boston area, Massachusetts). Couples (N=59) in which the husband was alcoholic received 10 weekly sessions of behavioral marital therapy (BMT). Thirty of the couples were randomly selected to receive 15 additional conjoint couples relapse prevention (RP) sessions over the next 12 months. Health, legal, and treatment delivery costs were measured. Results indicated that: (1) alcohol-related health care and legal costs decreased after BMT; (2) the cost of BMT was offset by reductions in health care and legal costs; (3) both BMT only and BMT with RP showed decreases in health care and legal costs and positive benefit to cost ratios. However, the extra cost of adding RP session to BMT did not lead to proportionally greater health care savings. Thus, although adding RP to BMT can be justified on clinical grounds, the present results did not find evidence that the longer treatment can be justified solely on economic grounds. Longer term follow-ups in progress will provide additional cost benefit information. (ABL)

ED 355 462 CG 024 822

Tillman, Peggie S.

Adolescent Alcoholism. January 1986 through April 1992. Current Bibliographies in Medicine. National Library of Medicine (DHHS/NIH), Bethesda, Md.

Report No.—CBM-92-3

Pub Date—92

Note—47p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (CBM-92-3, \$3.25, \$4.06 foreign).

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Alcoholism, Genetics, Health Services, Prevention, Psychological Characteristics, Rehabilitation, Social Influences,

Statistics

A variety of databases were searched for the compilation of this bibliography on adolescent alcoholism, reflecting the psychological and socioeconomic aspects covered. Nine hundred and twenty-eight citations in English and foreign languages for the period January 1986 through April 1992 were included. For journal articles written in a foreign language, the English translation of the title is placed in brackets; for monographs, the title is given in the original language. In both cases the language of publication is shown by a three letter abbreviation appearing at the end of the citation. Arrangement is by eight subject headings; a citation appears in only one. The citations are formatted according to the rules established for Index Medicus. The eight subject headings include: (1) prevention and control; (2) genetics; (3) psychology; (4) social factors; (5) health services; (6) rehabilitation; (7) complications; and (8) statistics. (ABL)

ED 355 463 CG 024 823

Bennett, Gerald And Others

Job Training and Employment Services for Homeless Persons with Alcohol and Other Drug Problems. A Technical Assistance Paper.

R.O.W. Sciences, Inc., Rockville, Md.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

Report No.—DHHS-ADM-92-1900

Pub Date—Mar 92

Contract—ADM-281-88-0003

Note—108p; Submitted to NIAAA's Homeless Demonstration and Evaluation Branch, Division of Clinical and Prevention Research.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Alcohol Abuse, Case Studies, *Drug Abuse, *Employment Services, *Homeless People, Innovation, Interdisciplinary Approach, *Job Training

This report summarizes the relevant research that connects homelessness, alcohol and other drug abuse, and employment and job training services. It draws on the National Institute on Alcohol Abuse and Alcoholism and the Department of Labor demonstration projects as well as other programs to provide examples of various innovative programs across the country that have made progress in meeting the considerable challenge of serving the comprehensive employment needs of homeless persons who have alcohol and other drug problems. Chapter 1 discusses employment experiences of homeless persons with alcohol and other drug problems, including the scope of the problem, epidemiological perspectives, and ethnographic perspectives. Chapter 2 examines the connection between treatment and work, including recovery and vocational services, developments in combining treatment and vocational services, and work issues across the recovery continuum. Chapter 3 provides brief descriptions of 15 innovative programs in 5 U.S. cities that offer vocational training and other employment services especially suitable to the needs of individuals with alcohol and other drug problems. Chapter 4 discusses future directions for program development. Appendix A presents a glossary of key terms. Appendix B describes the protocol for site visit to programs. A five-page list of references is included. (ABL)

ED 355 464 CG 024 824

Lane, Amy

Impaired Driving. Prevention Resource Guide.

Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, Md. Office for Substance Abuse Prevention.

Report No.—DHHS-ADM-91-1876; MS434

Pub Date—Oct 91

Note—24p.

Pub Type—Reports—General (140)—Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, *Drinking, *Driving While Intoxicated, *Drug Abuse, *Prevention

This booklet focuses on impaired driving. The first section presents 21 facts on impaired driving. These include the number of people who lost their lives in alcohol-related crashes; the leading cause of death for young people; the average amount of alcohol consumed by people arrested for driving under the influence; the estimation that a tax amounting to approximately 35% of the retail price of beer would halve the number of alcohol-related fatalities among 16- to 21-year-old drivers; the fact that marijuana severely impairs driving; and the likelihood that fatal

crashes will occur during the night rather than during the day. The second section presents an annotated bibliography of 12 prevention materials on impaired driving. These include newsletters, brochures, posters, books, comic books, videos, and fact sheets. The organization, year, format, length, context, topic, target audience, readability, and availability are listed. The third section presents 25 abstracts of studies, articles and reports on impaired driving. The fourth section lists 16 groups, organizations, and programs on impaired driving. (ABL)

ED 355 465 CG 024 825

Fallon, Stacie Alexander

Drugs, Alcohol and Pregnancy: Parents and Children At Risk. Emerging Issues. A Report.

Council of State Governments, Lombard, IL. Midwestern Legislative Conference.

Pub Date—Nov 90

Note—18p.

Available from—Midwestern Office, Council of State Governments, 641 East Butterfield Road, Suite 401, Lombard, IL 60148-5651 (EI-28, \$7). Pub Type—Reports—General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, Alcoholism, Children, *Drug Abuse, Federal Legislation, *Infants, *Mothers, *Pregnancy, *Prenatal Influences, Public Policy, State Legislation, Substance Abuse Identifiers—Fetal Alcohol Syndrome

The effects of drug and alcohol use by pregnant women which concern state policymakers are discussed in this booklet. Topics discussed include: (1) the effects of fetal alcohol syndrome on infants and children, as well as the effects on children of drug use by mothers during pregnancy; (2) initiatives aimed at helping these children; (3) women addicts and alcoholics, including statistics which show that substance abuse during pregnancy appears to cut across racial and socioeconomic lines; (4) initiatives aimed at helping the mother; (5) the relationship of substance abuse and child abuse; (6) state action concerning pregnant women who are suspected of using a controlled substance; (7) foster care or care outside the home of children of drug addicts; (8) state foster care initiatives; (9) the concerns of educators about drug-exposed children in the school systems; (10) miscellaneous state actions and task forces; (11) legal issues; (12) federal actions; and (13) implications to the states of perinatal exposure to drugs and alcohol. Appendix 1 lists relevant sections of statutes of seven states that specifically address alcohol and drug use as they relate to infants. Thirty footnotes and 10 sources consulted are listed. (ABL)

ED 355 466 CG 024 826

Schultz, John J.

Realizing the Promise of Family Life Education.

Issue Brief.

Council of State Governments, Lexington, Ky.; Southern Center on Adolescent Pregnancy Prevention, Washington, DC; Southern Governors' Association, Atlanta, GA.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—May 91

Note—9p; A publication of the Council's Southern

Legislation Conference.

Pub Type—Reports—General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Elementary School Students, Elementary Secondary Education, *Family Life Education, Health Services, Intervention, *Pregnancy, *Prevention, *Program Content, School Role, Secondary School Students, Sexuality, State Programs

In the quest to establish public programs for reducing pregnancy, childbearing, and sexually transmitted diseases among adolescents, much attention has been given to family life education as a piece of the prevention paradigm. Research has shown that family life education that includes accurate and age-appropriate information will increase young people's knowledge about human sexuality. Its effects on attitudes and behaviors, however, depends largely on how, by whom, and for how long the curriculum is taught. For states and communities interested in implementing a family life education program that will help adolescents synthesize that knowledge into appropriate skills and behaviors, the literature provides a number of elements essential to any school-based effort: (1) build on an abstinence base; (2) include information on pregnancy prevention; (3) build skills to say no to sexual activity or unprotected intercourse; (4) help understand why to say no; (5) start at an early age; (6) include as part

of a sequential health framework; (7) use peer educators; (8) promote parents as sex educators; (9) include the entire community in the intervention; (10) provide direct linkages to health services; and (11) use well-trained educators in the classroom. States can facilitate the development of programs by providing a clear policy; providing technical assistance; monitoring local districts to ensure implementation; and providing funding and human resources for teacher training and materials development. (ABL)

ED 355 467

CG 024 827

Morris, Beverly

Hearing My Mother's Voice: A Study of Sisters and Mothers.

New Zealand Council for Educational Research, Wellington.

Report No.—ISBN-0-908916-31-0

Pub Date—92

Note—78p.

Available from—NZCER Distribution Services, P.O. Box 3237, Wellington, New Zealand.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Child Rearing, Foreign Countries, *Mothers, *Parent Attitudes, *Parent Child Relationship, Parent Influence, Parenting Skills

Identifiers—New Zealand

There seems to be an assumption among many people that parents can mold the later adult personality of their offspring by manipulating their childhood upbringing. To tease out the variables in childrearing and to discover some of the sources of the childbearing practices of mothers in the 1980s, a study of sisters and their mothers (N=48) in the Wellington, New Zealand region was undertaken. Pairs (N=50) of sisters between the ages of 28 and 38 who had children were interviewed about their perceptions of their mothers' ideas on breastfeeding, toilet-training, "spoiling," and mealtime rules. They were asked what they remembered about their mothers' attitudes toward discipline, education, "working mothers," sexuality, and racism. The women were asked to respond to an audio tape which featured the statements of a 6-year-old child in various play situations. The results demonstrated differences in the disciplinary ideas of the 1980s sisters and the 1950s mothers. The women interviewed were questioned about whether they thought that they were following their mothers' ideas. A large number said that they heard their mothers' voice in their heads. Thirty-one percent said that they were following their mothers' ideas, 40% said that they had modified them, and 29% said that they definitely were not following their mothers' ideas. Alternative sources of information were found to be books, early childhood organizations, other family members, friends, and professionals, but not television. The questionnaire schedule is appended. (Contains 93 references and 21 tables.) (ABL)

CS

ED 355 468

CS 011 194

Research Symposium, Teacher Education in Reading: Worldwide Issues, International Reading Association World Congress on Reading (14th, Maui, Hawaii, July 14, 1992). Yearbook 1992.

Organization of Teacher Educators in Reading.

Pub Date—[93]

Note—141p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Children's Literature, Computer Assisted Instruction, Elementary Secondary Education, English (Second Language), Foreign Countries, Global Approach, Higher Education, High Risk Students, Holistic Approach, *Instructional Effectiveness, Models, *Reading Programs, Reading Research, Self Esteem, Student Centered Curriculum, Student Evaluation, *Teacher Education, Thematic Approach

Identifiers—Australia, *Reading Recovery Projects

This collection of 24 papers focuses on teacher education, literacy, and literature. Papers in the collection are: "Implementing Holistic Literacy Strategies in Chinese Teacher Preparation Programs" (R. L. Baker and M. H. Shaw-Baker); "Searching in Teacher Education" (A. Bartlett); "Strategies for Reducing Stress and Promoting Self-Esteem in Reading" (J. F. Bass and R. V. Bass); "School

Based/University Assisted Teacher Induction Model" (S. Blair-Larsen and J. Bercik); "Assessment for Intervention of Second Grade At-Risk Students: An Inservice Project" (M. Brueggeman and J. Knickerbocker); "The Role of Action Research in Developing Reflective Preservice Teachers" (K. Carr and C. Mihalevich); "Modeling the Use of the GUIDE Framework in Secondary Integrated Reading Courses" (L. M. Cline); "Teacher Change through Reading Recovery to Inservice" (T. S. Hansell and E. Traynelis-Yurek); "Into the 'Real World': Restructuring Teacher Education in Reading" (J. C. Richards and J. P. Gipe); "Authentic Assessment vs. Traditional Measurement: A Conflict in the Preparation of Preservice Teachers of Reading" (E. F. Searls and V. Mil Searls); "The Integrated Reading Curriculum: Creating a Student-Centered Environment in Preservice Methods Courses" (M. C. Sneed and K. Henn-Reinke); "A Summary of the Relative Efficacy of Computer-Assisted Reading Programs versus Traditional Instruction" (R. Thompson); "The Andis Integrated Instructional Strategies—Framework for Developing Thematic Units" (M. F. Andis); "What Do Literacy Teachers Need to Know about Language? What Do Literacy Teachers Need to Know about the Structures or Patterns of Language?" (M. Emmitt); "Deconstruction in an ESL Text: Rewriting 'Laura in Los Angeles'" (J. P. Konopak and B. C. Konopak); "Ensuring Successful Teaching: Resources and Practices in the Literacy Program" (K. Merritt); "Language Learning: Australian and United States Perspectives" (E. P. Ross); "One Week in Rio: A Descriptive Model for International Literacy Inservice" (M. P. French and M. A. Rybczynski); "Promises for World Understanding through International Children's Books" (I. A. Allen); "Global Education through Literature-Based Theme Units" (M. Henney); "Reading the Professional Literature: Guiding Education Students To Develop the Habit of Reading Professional Journals" (J. M. Jacobson); "Global Literature in the Integrated Curriculum: Opportunities in Teacher Education" (R. W. Joels); "Mythology" (M. A. Lach); and "Using Children's Books To Teach Global Values in Teacher Education" (M. S. Neil). (RS)

ED 355 469

CS 011 206

Raines, Shirley C. Canady, Robert J.

Story Stretchers for the Primary Grades: Activities To Expand Children's Favorite Books.

Report No.—ISBN-0-87659-157-8

Pub Date—92

Note—257p.; For another title in this series, see ED 333 347.

Available from—Gryphon House, Inc., 3706 Otis St., Mt. Rainier, MD 20712 (\$14.95 plus \$2.50 postage/handling).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Books, Childhood Interests, *Children's Literature, *Class Activities, Elementary School Students, Primary Education, *Reading Materials, *Thematic Approach, *Whole Language Approach

Identifiers—*Trade Books

This book is the third in a series of books for a literature-inspired curriculum for grades 1-3 organized around thematic units. The book's "story stretchers" are a means to extend children's enthusiasm for stories and to better connect children's books and teaching ideas with other areas of the curriculum. The book contains 18 units or themes with 5 focus books per unit. Each focus book has read-aloud suggestions for the book and five story stretchers per book. Thus, there are 90 read-aloud suggestions and 450 story stretchers for 90 different children's books. For each of the book's 18 themes, the books selected are "stretched" into different centers, activities and areas of the curriculum, including art, creative dramatics, games, classroom library, mathematics, music and movement, science and nature, special projects, special events and the writing center. The units, or themes, are as follows: (1) I am Me, I am Special, Look What I Can Do!; (2) Families; (3) Friends; (4) Feelings; (5) Celebrations; (6) I Care about My World, the Environment; (7) Weather; (8) Machines and Things; (9) Animal Life; (10) Life in the Sea, Real and Imagined; (11) Pets, Dogs, and Cats; (12) Another Time and Place; (13) Native American Legends and Folktales from Other Countries; (14) Mysteries, Secrets and Adventures; (15) Bears in Tall Tales, Funny Tales, Stories and Poems; (16) Fun with Words; (17) Poems, Chants, Rhythms and Rhymes; and (18) Tall and

Funny, Funny Tales. (SR)

ED 355 470

CS 011 217

Dagostino, Lorraine Carifio, James M.

Establishing the Logical Validity of Instructional Activities for Teaching Reading Evaluatively.

Pub Date—9 Mar 93

Note—27p.; Revised version of a paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL, February 17-22, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, Critical Reading, *Literacy, Models, Reader Text Relationship, *Reading Comprehension, *Reading Instruction, Reading Research, Secondary Education, *Teaching Methods, *Validity

Identifiers—Interactive Reading, Reading Uses

A study established the logical validity of instructional activities for teaching reading evaluatively. These activities operationalized a theory of literacy and a model of reading comprehension developed by L. Dagostino and J. Carifio that specify 20 general characteristics of literate students who read evaluatively. Nineteen secondary classroom teachers were randomly assigned three characteristics for which they were to construct two instructional activities each. The 114 activities constructed were then randomly assigned to the 19 teachers to assess the degree to which the activities logically reflected the characteristic for which they were constructed. In terms of the instructional activities, all 3 judges agreed that 66 (58%) of the activities reflected the characteristics and 2 of the 3 judges agreed that 108 (95%) of the activities reflected the characteristics. These results supported the view that these 20 characteristics can be translated into valid instructional activities by experienced classroom teachers. (Three tables of data are included.) (Author/RS)

ED 355 471

CS 011 218

Schwanenflugel, Paula J. Akin, Carolyn E.

Developmental Trends in Lexical Decisions for Abstract and Concrete Words. Reading Research Report No. 1.

National Reading Research Center, Athens, GA;

National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 93

Contract—PR-117A20007

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Context Clues, Decoding (Reading), Developmental Stages, Elementary Education, Elementary School Students, Higher Education, Prior Learning, *Reading Comprehension, *Reading Processes, Reading Research, *Word Recognition

Identifiers—Georgia

Two experiments examined developmental trends in children's lexical decisions for abstract and concrete words. The first experiment examined children's on-line comprehension of abstract and concrete words. Subjects were 15 second or third graders and 15 college adults at the University of Georgia. The second experiment provided a stronger test of the finding that children relied more than adults did on sensory, imaginal information in making lexical decisions. Subjects were 48 people from a rural Georgia public school system—a mix of children and adults. In both experiments, third-grade children's lexical decisions seemed to reflect the tendency to retrieve sensory/imaginal information, whereas adults and fifth-grade children's decisions seemed to reflect the use of readily available contextual information from prior knowledge. Findings suggest that there is a developmental shift in the kinds of semantic characteristics that are readily available to children in making lexical decisions. Two tables of data are included. (Contains 41 references.) (Author/RS)

ED 355 472

CS 011 219

Grisham, Dana L.

Teacher Epistemology and Practice: Enactments in the Elementary Language Arts Classroom.

Pub Date—Dec 92

Note—37p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Research, Constructivism (Learning), Elementary Education, Elementary School Teachers, Reading Attitudes, *Reading Instruction, Teacher Attitudes, *Teacher Behavior, *Teaching Methods, Whole Language Approach, Writing Attitudes, *Writing Instruction Identifiers—*California

A study investigated how literature-based reading/language arts materials were being used in two "exemplary" third/fourth grade combination classes, the influence of teacher epistemology on classroom instruction, and whether teachers were enacting the whole language emphasis mandated by the state. One of the two participating teachers had over 20 years experience and the other had 3 years experience in a large southern California urban school district. Data sources included: classroom observations and videotapes of the language arts segments of the school day 2 days per week for 3 consecutive weeks; interviews with six students from each class; and reading and writing attitude measures. Results indicated that: (1) each teacher had coherent theories of how reading should be taught, and used theory to guide her practice; (2) both teachers appeared to be integrating the language arts as envisioned by California's English/Language Arts Framework; but the textbook was the preeminent authority; (3) fewer worksheets and workbook assignments were given, and more authentic skills-based assignments were generated, than has been shown to be the case in past studies; (4) both teachers felt free to construct curriculum for their students; (5) reading and writing attitudes of the students were generally positive; and (6) collaborative learning was common in both classes, but there was still much lecturing and recitation. Findings suggest that both of the teachers studied have epistemological stances that are far from a constructivist epistemology of teaching and militate against the tenets of whole language. Two teacher-generated figures representing their conceptions of classrooms, and a preliminary model of teacher epistemological stance are attached. (Contains 62 references.) (RS)

ED 355 473

CS 011 220

Morris, Darrell

A Selective History of the Howard Street Tutoring Program (1979-1989).

Pub Date—93

Note—81p.

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—After School Programs, *Beginning Reading, Elementary School Students, Primary Education, Program Descriptions, Program Effectiveness, Public Schools, *Remedial Reading, *Tutoring, *Urban Education, Volunteer Training Identifiers—Chicago Public Schools IL, *Howard Street Tutoring Program, Illinois (Chicago)

Presenting a year-by-year account, this paper describes the origin and 10-year development of the Howard Street Tutoring Program, an after-school volunteer-staffed tutoring program in a poor Chicago, Illinois, neighborhood. The paper presents a selective history of the program, designed to assist second- and third-grade children who needed help in learning to read, from a supervisor's perspective. The paper concludes with a section that: (1) highlights some factors that contributed to the success of the program; (2) mentions some things that program participants would like to change; and (3) places this tutoring effort in the larger picture of preventing and remediating reading problems in the public schools. (RS)

ED 355 474

CS 011 221

McCabe, Allyssa

All Kinds of Good Stories.

Pub Date—Dec 92

Note—63p.; Based on a paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Black Culture, Cross Cultural Studies, *Cultural Differences, Early Childhood Education, *Hispanic American Culture, *Japanese American Culture, Models, Multicultural Education, Narration, Oral Language, *Story Telling Identifiers—African Americans

Drawing attention to different models of storytelling,

this paper summarizes information about specific aspects of children's oral narrative structure in several cultures and explores some implications these aspects have for multicultural education programs that include stories. The paper first describes a methodology for trying to understand narratives from different cultures, which might be termed a "derived etic procedure." The paper then discusses some cultural differences in storytelling, noting that: (1) European-American children often tell personal narratives that resemble fairy tales in general form; (2) Japanese children living in America tend to tell stories that are cohesive collections of several experiences they have had (usually three); (3) African-American children often begin and end with a theme, improvising upon events in between those two points; and (4) Latino children foreground their family connections to events, places, and even times. The paper also discusses two areas of classroom life affected by cultural differences in story-telling style: social interaction and curriculum. The paper concludes that narratives from all children tend to involve self-presentation around events that have happened to them in the past. A list of 109 references and a translation and transcription of a discussion between a Salvadoran child and an adult are attached. (RS)

ED 355 475

CS 011 222

Chance, Sandra L.

Utilizing Test Wisdom to Improve Test Scores in Reading for Eighth Grade Students.

Pub Date—Jul 92

Note—90p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Grade 8, *Instructional Effectiveness, Junior High Schools, *Junior High School Students, Middle Schools, *Reading Attitudes, *Reading Comprehension, *Reading Improvement, *Test Wisdom, Thinking Skills Identifiers—Florida (South), *Middle School Students

A practicum was developed which implemented various strategies to increase consistently below average reading comprehension scores of eighth-grade students. A targeted group of 16 students with middle ranking stanine scores was selected. Objectives included raising reading comprehension scores using task specific strategies, developing a more positive attitude toward reading, and utilizing higher order questioning strategies to increase cognitive skills. Although the targeted students did not show the expected increase in reading comprehension scores, 88% did show some degree of increase. Post-test scores also indicated that overall attitude toward reading was more positive, motivation to read increased, skill in determining the meaning of unknown words through contextual analysis improved, and participation in class discussion utilizing higher order questioning strategies increased. Findings suggest that the utilization of test wisdom strategies could facilitate an increase in comprehension scores on standardized achievement tests. (Twenty-seven references, standardized test results, pre- and posttest instruments, the reading attitude survey, a blank individual reading log, a cloze test, a teacher tally sheet for higher level cognitive thinking, and tables of test results are attached.) (Author/RS)

ED 355 476

CS 011 223

Winer, W. N.

Fun with Dick and Jane: A Systemic-Functional Approach to Reading.

Pub Date—91

Note—26p.; Attached material may not reproduce legibly.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Context Effect, Critical Reading, Elementary Secondary Education, Foreign Countries, Language Role, Models, *Reader Text Relationship, *Reading, Reading Instruction, *Reading Processes, Social Influences, *Teacher Role

Identifiers—*Text Factors

Any model of reading must take into account the role of the language system in reading. Readers' subjectivities and the reading position taken up in a text can be explicated by demonstrating how texts function in context and how readers function in social situations to construct possible meanings. Components of this model include text and context and their interaction, readers with their social and cul-

tural capital, and the language system. The last element consists of the potential for meaning that the reader is both using and building up. A focus on the system enables the teacher and learner to clarify the constructedness of text so as to enable the reader to deconstruct it and to accept or resist it. The teacher's role is to amplify the context and to make the system more visible to readers so as to scaffold their ability to read critically. Several texts that illustrate aspects of the model are attached. (Contains 16 references.) (Author/RS)

ED 355 477

CS 011 224

Winer, W. N.

Developing Reading: The Role of Linguistic Form and Social Context in Constructing Meaning.

Pub Date—[92]

Note—30p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Constructivism (Learning), Cultural Context, Elementary Secondary Education, Foreign Countries, Learning Activities, *Reader Text Relationship, Reading Instruction, *Reading Processes, *Reading Skills, *Social Influences, Text Structure, *Written Language

Identifiers—*Text Factors

Reading is construed as operating within the dynamics of the relationship of reader, text, context, and language system. Context is understood as the cultural and situational environment of the text, itself a semantic unit that is an instance of the language system. A related variable for reading is the awareness of the reader of the language system. An understanding of the modes of language, oral and written, and the differences between these, is a factor in reading skill. This factor can be exemplified in the way written language construes the dynamic world as object, and the resulting abstraction in text makes significant demands on readers. Classroom practices arising from this approach include examining texts to show how meaning is constructed. Appropriate learning activities, which have been trialed, include analysis and synthesizing of narratives, where students actively deconstruct and reconstruct texts. Three examples of text are attached. (Contains 17 references.) (Author)

ED 355 478

CS 011 225

LaCarrubba, Angela

A Comparative Study of the Academic Achievement of Primary Students When Learning Science through the Directed Reading Activity or Cooperative Learning Approach.

Pub Date—May 93

Note—38p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, *Cooperative Learning, *Elementary School Students, Grade 2, *Instructional Effectiveness, Primary Education, Reading Research, *Science Instruction

Identifiers—*Directed Reading Thinking Activities, Westfield Public School District NJ

A study compared the academic achievement of two second grade samples (from a school in Westfield, New Jersey) learning a unit of science with two different instructional methods. The experimental sample of 19 students was taught a unit of science by a classroom teacher using the cooperative learning method, while the control sample of 19 students was taught the same unit in science by a classroom teacher using the Directed Reading Activity Approach. Comparison of the unit test scores indicated no significant difference in academic achievement between the two samples. One table of data is included and an appendix of data is attached. (Contains 15 references.) (Author/RS)

ED 355 479

CS 011 226

My ABC's of NASA. Activities for the Primary Student.

National Aeronautics and Space Administration, Cleveland, Ohio. Lewis Research Center.

Pub Date—[Jan 91]

Note—30p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary School Students, *Letters (Alphabet), Picture Books, Primary Education, *Space Exploration, Young Children Identifiers—Astronauts, Coloring Books, *National Aeronautics and Space Administration

This booklet is an alphabet coloring book. The words and pictures for each letter of the alphabet are all related in some way to the National Aeronautics and Space Administration, such as "astronaut" for A, "rocket" for R, and "zero-gravity" for Z. (SR)

ED 355 480 CS 011 227

Dagostino, Lorraine. *Cariffo, James*

The Attributes of the Literate Reader in a Pluralistic Society.

Pub Date—29 Apr 93

Note—18p; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 29, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Literacy, Models, Reader Text Relationship, *Reading Attitudes, Reading Comprehension, Reading Processes

Identifiers—Literacy as a Social Process, *Literacy Assessment, Reading Uses

This paper presents a model delineating attributes which enable a literate reader to successfully participate in a pluralistic society. The paper outlines the model as building upon and defining the traditional skills and schema views of reading comprehension which include maturity, attitudes, dispositions, intellectual abilities, knowledge, and experience. In this model, however, maturity emerges as the dominant attribute. The paper examines the attributes of the evaluative reader, rather than the complete model of reading comprehension already developed, and discusses the assumptions and propositions that inform the model. These include the following: (1) the reader is in a continual state of intellectual, experiential and attitudinal change; (2) a reciprocal relationship exists among a reader's attitudes, experience, and intellectual abilities; (3) age is a variable that only partly determines maturity; (4) experience and knowledge can contribute to comprehension when intellectual abilities are limited; (5) experience and knowledge have a stronger effect on attitudes and dispositions than does intellectual abilities; (6) diminishment of any of these attributes limits a reader's ability to understand a text; (7) some texts place more of a burden on one attribute rather than another; (8) some attributes can be enhanced through instruction; (9) the evaluative reader must have multiple literacies that are more than just "basic skills." The paper also describes criteria necessary for a valid assessment of the model. A figure is included. (SAM)

ED 355 481 CS 011 228

Mangubhai, Francis

Taking Account of the Social Correlates of Literacy.

Pub Date—Jan 91

Note—13p; Paper presented at the South Pacific Conference on Reading (3rd, Rotorua, New Zealand, January 13-16, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Cultural Influences, Elementary Education, Elementary School Students, Foreign Countries, Reading Instruction, Social Environment, *Social Influences, Writing Instruction

Identifiers—*Literacy as a Social Process, *Pacific Islanders, Pacific Islands, South Pacific, Writing Contexts

A reason for failure at reading and writing of Pacific children may lie in the social behaviors which children bring to the classroom. A well documented example from America demonstrates that the uses of literacy in two very different communities were related to social factors: literacy was functional in character and enabled the members of the community to fulfill social and personal needs. The same sorts of literacy uses that were found in America are found in the Pacific, with perhaps a greater use of reading skills in the context of religious activities. Typical classroom activities in the South Pacific are frequently quite inimical to the development of literacy other than that of a very low variety. That children can have ownership over their writing is a foreign concept in the Pacific. There are also no social role models for these children in their society. Very few books are available in the vernacular to help children develop a love of reading. School practices can build on the need to make reading less isolating for Pacific children by using more group techniques. If students are not promoted to the next level until there is a sound grounding in literacy

skills, there is a greater chance of more success at schooling. Pre-service teacher training has also to change, taking account of the present understanding about reading and writing. For such training to be successful, teachers of vernacular as well as of the second languages have to be involved. (RS)

ED 355 482 CS 011 229

Louizides, Susan M.

The Effect of Reading Aloud on a Child's Reading for Pleasure after Entering School.

Pub Date—May 93

Note—38p; M.A. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses — Masters Theses (042)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Early Childhood Education, Elementary School Students, *Independent Reading, Parent Participation, *Reading Aloud to Others, *Reading Habits, Reading Research, *Recreational Reading

Identifiers—Cranford Public Schools NJ, Descriptive Research

A descriptive study examined whether reading aloud to children regularly would have an effect on creating independent readers. Subjects, 269 preschool through third-grade students in Cranford, New Jersey, were given a questionnaire to be completed by the parents. Ninety-one questionnaires representing 200 children (ranging in age from 3 months to 17 years of age) were returned for a response rate of 34%. Results indicated that a strong background of being read aloud to beginning during infancy had a positive effect on children's choices to read independently in their leisure time. (Eleven tables of data are included; 30 references, the cover letter to parents, and the questionnaire are attached.) (Author/RS)

ED 355 483 CS 011 230

Pruitt, Nancy

Using Graphic Organizers in Content Area Subjects.

Pub Date—May 93

Note—54p; M.A. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses — Masters Theses (042)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Content Area Reading, Grade 4, *Instructional Effectiveness, Intermediate Grades, *Learning Strategies, Reading Research, Reading Strategies, *Social Studies

Identifiers—*Graphic Organizers

A study compared test scores of students instructed to use graphic organizers while reading social studies content material with those of students not using the strategy. Subjects, students in two fourth-grade classes in a primarily middle class, suburban community, studied two chapters from a social studies textbook and completed chapter tests (provided by the textbook authors) as pre- and posttests. One class served as the control group and followed the teacher's manual with the reading of the text and discussion of important points. The other class read the same chapters, but completed teacher-constructed graphic organizers after receiving instruction on how to use and read them. Results indicated that despite scoring well below the control group on the pretest, the experimental group made a significant improvement as a result of instruction and scored higher than the control group on the posttest. (Three tables of data are included; eight teacher-constructed graphic organizers, and two appendices of data are attached.) (Contains 26 references.) (RS)

ED 355 484 CS 011 231

Cullinan, Bernice. Bagert, Brod

Helping Your Child Learn To Read (with Activities for Children from Infancy through Age 10).

Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 93

Note—68p; Two-tone illustrations will reproduce in shades of gray.

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Beginning Reading, Elementary Education, Elementary School Students, *Learning Activities, *Parent Child Relationship, Parent Participation, Parent School Relationship, Preschool Children, Preschool Education, *Reading Aloud to Others, Young Children

Identifiers—National Education Goals 1990,

*Reading Motivation

Focusing primarily on what parents can do to help children up to 10 years of age with reading, this booklet offers activities designed to lay the foundation for children to become lifelong readers. The first section of the book offers some basic information about parents reading to their children. The second section offers suggestions to guide parents to: read with their children and make it enjoyable; stimulate their children's interest in reading and language; and learn about their children's school reading programs and find ways to help. The book then presents 7 reading activities and 12 writing and talking activities. A brief discussion of parents and the schools; a postscript about older children; and lists of 71 resources for children (books and magazines) and 20 for parents (books and organizations) are attached. (RS)

ED 355 485 CS 011 232

Klemens, Lynne

Are Handicapped Adolescents Interested in Reading Fiction with Handicapped Characters?

Pub Date—8 Apr 93

Note—42p; M.A. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses — Masters Theses (042)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Behavior Disorders, Bibliotherapy, *Disabilities, Hearing Impairments, High Schools, High School Students, Learning Disabilities, *Novels, Perceptual Handicaps, *Reading Habits, *Reading Interests, Reading Research, *Student Attitudes

Identifiers—Reading Uses

A study determined if handicapped adolescents have an interest in reading novels about handicapped teenagers. Many in this population tend to be reluctant readers. Generating interest in reading is important in helping to change that tendency. Reading novels concerning adolescents with handicaps or problems may also be considered a type of therapy for teenagers with school problems of handicaps. To discover the feelings of this population, 192 high school students classified as emotionally disturbed or perceptually impaired, were given a survey/questionnaire. Results were tallied to discover the amount of interest these classified adolescents had in reading about handicapped characters. Results indicated that: (1) the majority of the students did not read novels nor would books with handicapped characters entice these students to read more novels; and (2) some students reflected anger towards the idea of being classified as handicapped and tended to reject the idea of reading about handicapped characters. Six tables of data are included and the survey instrument is attached. (Contains 49 references.) (Author/RS)

ED 355 486 CS 011 233

Goetz, Ernest T. And Others

Readers' Responses to Brief News Articles.

Pub Date—Nov 92

Note—16p; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Affective Measures, Correlation, *Emotional Response, Higher Education, *News-papers, *News Writing, *Reader Response, Reading Comprehension, Reading Research, Undergraduate Students

Identifiers—Journalism Research, New York Times, *Text Factors

A study extended the investigation of readers' imaginative processes (spontaneous imagery and emotional response) to a new genre of texts: newspaper articles. A sample of 25 articles was randomly selected from a well-defined population of naturally occurring texts (articles with one or more subheadings and three to five paragraphs before the first subheading from the international section of the "New York Times"). The articles were presented with their titles and datelines and the text down to the first subheading (100-180 words). Twenty-seven undergraduates rated their responses to the story (familiarity, interest, comprehension, imagery, emotional response) on six-point Likert-type scales. Ratings on all scales demonstrated considerable variability across stories. As in previous studies with literary texts and feature journalism articles, imagery was found to be highly correlated with affective

responses, and comprehension was related to both imagery and affective responses. Neither general topic nor story familiarity was related to comprehension. (Three tables of data are included; a sample story with accompanying rating scales is attached.) (Author/RS)

ED 355 487 CS 011 234

Sanacore, Joseph

Successful Independent Reading Depends on the Principal's Support.

Pub Date—[93]

Note—15p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Elementary Education, *Independent Reading, *Instructional Leadership, Lifelong Learning, *Principals, *Reading Attitudes, Recreational Reading, Teacher Administrator Relationship, Vocabulary Development

Identifiers—Reading Management

School administrators should realize that independent reading is an important and integral part of the language arts program, that it takes into consideration important skills and strategies, and that it requires risk-taking in a supportive environment. Principals can provide such support by working cooperatively with teachers during every phase of implementation. Suggestions to support independent reading involve: (1) developing positive feelings toward independent reading among teachers and administrators; (2) implementing schoolwide efforts or a modified plan to use school time effectively for sustained reading throughout the school year; (3) improving vocabulary through reading immersion; and (4) organizing demonstration activities to help readers gain contextual insights. The suggestions are only a sampling of the many ways in which administrators and teachers can promote worthwhile activities for students. Unless these and other approaches are considered seriously, students and future society will probably not fulfill the ultimate goal of independent, lifelong learning. (A figure presenting a model of a student's yearlong schedule that includes independent reading is included.) (RS)

ED 355 488 CS 011 235

Erwin, Barbara And Others

Using Thematic Units To Promote Literacy in a Scottish Classroom.

Pub Date—[93]

Note—23p.; Appended material includes children's handwriting and drawing.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Environment, Cultural Context, Foreign Countries, *Integrated Activities, *Language Arts, Primary Education, *Thematic Approach

Identifiers—*Scotland

Using a literature-based thematic unit to teach language arts in concert with science, social studies, mathematics, and art, a Scottish teacher instilled in her 6- and 7-year-old pupils an understanding of their own lives, a love for language, and a feeling of satisfaction and pride in their accomplishments. The teacher developed a topic based on Mairi Hedderwick's book "Katie Morag and the Two Grandmothers." Activities included: creating a mural of the island on which the story is set; creating tartan patterns; running a model post office like the one in the story; studying each of the characters in the story; writing short selections daily on some aspect of the story; and creating a storyboard to reinforce letter-sound correspondences. During the thematic unit, the students learned about living in Scotland, developed a better understanding of the organization of text, worked cooperatively to solve problems, and became more self-confident as they related the language of literature to the language of their everyday lives. (Two illustrations for students' stories, a student's story and illustration about an island, and an excerpt from a student's copy book are included. Contains 10 references, and a list of 5 children's books cited.) (RS)

ED 355 489 CS 011 236

Sakrisson, Dale

Paths to Literature: One Child's Journey.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date—Apr 93

Note—9p.; Printed on colored paper which may

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affect legibility.

Journal Cit—Insights into Open Education; v25 n7 Apr 1993

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Classroom Research, Grade 6, Intermediate Grades, *Literature Appreciation, Qualitative Research, Reading Ability, *Reading Material Selection, Reading Research Identifiers—Reading Behavior, *Self Selection (Reading)

A case study explored issues related to the self-selection of literature in a literature-based reading program. Lori, the student whose selection behaviors are highlighted, was one of 14 students who participated in a 5-month qualitative study in a sixth-grade classroom where the students were able to self-select their reading material. Lori, a below average reader for her grade placement, selected a total of 26 books and completed 18 of those selections. She did not appear to give a great deal of attention to the difficulty level of the material she selected to read. While Lori expressed a continued, repeated interest in animals, this stated interest did not appear to affect her book selections to any extent. She did not fit the stereotypical description of the below-average reader who dislikes reading and is easily frustrated in reading situations. Influences on the reading selections made by Lori were multiple in nature. Lori's paths to literature in the free-choice environment of the literature-based reading program were her own with many contributing influences. (RS)

ED 355 490 CS 011 237

Charmello, Catherine

Self-Questioning Prediction Strategy's Effect on Comprehension.

Pub Date—93

Note—35p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Grade 8, *Instructional Effectiveness, Junior High Schools, Metacognition, Middle Schools, *Questioning Techniques, *Reading Comprehension, Reading Improvement, Reading Strategies

Identifiers—Gates MacGinitie Reading Tests, Middle School Students, South Amboy City School District NJ, T Test

A study examined the effects that a metacognitive strategy, self-questioning prediction, had on the improvement of reading comprehension. The sample included 17 eighth-grade students in a South Amboy, New Jersey middle school. The Gates MacGinitie Reading Comprehension Tests were administered as both pre- and posttests. There were three weekly sessions each consisting of two 38-minute periods of instruction. After the posttest was given, a t-test was used to determine whether or not a significant difference would be found between the means of the tests. The t analysis indicated that the self-questioning prediction strategy had made a positive but not a significant difference in improving comprehension. (One table of data is included; a list of the five steps of the self-questioning prediction strategy, and an appendix of data are attached.) (Contains 36 references.) (Author/RS)

ED 355 491 CS 011 238

Armstrong, James O.

Learning To Make Idea Maps with Elementary Science Text. Technical Report No. 572.

Center for the Study of Reading, Urbana, IL. Spons Agency—Illinois Univ., Champaign. Coll. of Education.

Pub Date—Apr 93

Note—58p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Content Area Reading, Elementary Education, *Elementary School Science, Higher Education, Instructional Effectiveness, Instructional Materials, Learning Strategies, Preservice Teacher Education, Protocol Analysis, Reading Research, *Text Structure

Identifiers—Graphic Organizers, *Idea Mapping, Preservice Teachers

One way that teachers can assist students to learn from their textbooks is through the use of verbal-spatial representations of text structure. This report offers teachers and teacher educators information about learning to make idea maps for

instructional use with elementary science texts. Idea maps, which are verbal-spatial representations of ideas and the relationships connecting them, can resemble flow charts, diagrams, or tables. The information in this report is based upon selected results from a study of eight preservice elementary teachers who received several hours of individual instruction in idea mapping and then independently read and mapped two passages of elementary science text. The report presents the instructional materials, describes the instructional sessions, and considers selected data from the independent work sessions as indications of the preservice teachers' learning from the instructional sessions. The results show that all but one student followed the instructional guideline to make "global maps," which were limited to key text ideas. On the other hand, four of the eight students required major levels of assistance to complete at least one of their idea maps. The results of think-aloud protocols also showed that the preservice teachers used a wide variety of strategies to begin their idea maps. Implications are discussed for the use of the instructional materials by teachers and educators. (Six tables of data are included; an appendix—which comprises about half the document—presents the instructional materials used to introduce the student to idea maps. (Contains 38 references.) (Author)

ED 355 492 CS 011 239

Walker, Carolyn Ann

Dramatic Play and Literacy in a Head Start Classroom.

Pub Date—Dec 92

Note—15p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, *Dramatic Play, *Literacy, Low Income, Preschool Children, Preschool Education, *Pretend Play, Qualitative Research, Reading Research, Socioeconomic Status

Identifiers—*Emergent Literacy, *Project Head Start

A qualitative study investigated one group of non-mainstream (low socioeconomic status) children's use of literacy materials during their free play. Subjects, 17 children, one teacher, and one assistant teacher in one session of a Head Start located in the downtown of a small midwestern city, were observed during seven free play periods over 5 months. Data included observations, field notes, interviews, audiotapes, and videotapes. Observations and identification of types of play were made. Results indicated that the children: (1) engaged in several types of free play; (2) also initiated their own play themes and repeated some of these themes over several play periods; (3) incorporated literacy into their free play in several ways; and (4) communicated with each other and adults while using literacy materials. Findings suggest that children, including those from low socioeconomic status backgrounds, can develop play themes and incorporate literacy into their play. These findings support other studies of children's natural use of literacy materials in play, and stand in contrast to researchers who advocate adult selection of play themes. (A table listing the types of dramatic/pretend play is included; 15 references are attached.) (RS)

ED 355 493 CS 011 240

Shermish, Michael, Ed.

Parents and Children Together. Volume 3, Nos.

1-8, July 1992-February 1993.

Indiana Univ., Bloomington. Family Literacy Center.

Report No.—ISSN-1050-7108

Pub Date—Feb 93

Note—668p.; For volume 1, see ED 329 942; for volume 2, see ED 345 220.

Available from—Family Literacy Center, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698 (\$7 per booklet, including audiotape).

Journal Cit—Parents and Children Together; v3 n1-8 Jul-Feb 1992-93

Pub Type—Guides - Classroom - Learner (051) — Collected Works - Serials (022) — Non-Print Media (100)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—Elementary Education, *Parent Child Relationship, Parent Influence, Parenting Skills, *Parent Participation, *Parents as Teachers, *Par-

ent Student Relationship, Preschool Education, *Reading Aloud to Others, Reading Materials, Talking Books

Identifiers—*Family Literacy

This series of booklets, each one focusing on a different topic, is intended for parents and children to read together as they listen to the companion audiocassette that accompanies each booklet. Each booklet answers practical questions from parents, describes activities that can be undertaken at home, notes some books for parents and children, and contains three read-along stories, as well as numerous cartoon-like illustrations. The eight booklets in volume 3 (the final volume of the series) are on the following topics: (1) Enjoying Art All Around Us; (2) Making Writing Meaningful; (3) Speaking and Listening; (4) Improving Your Child's Memory; (5) Teamwork Learning; (6) Expanding Your Child's Vocabulary; (7) Learning about the Lives of Famous People; and (8) Special Needs of Special Children. (NKA)

ED 355 494

CS 011 241

Faneuff, Robert S.

1988 Reading Grade Level (RGL) Data for Air Force Specialties. Final Technical Paper for Period February 1989-February 1990.

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.

Report No.—AFHRL-TP-90-16

Pub Date—Aug 90

Contract—AFHRL/SC-9698

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Enlisted Personnel, Readability, *Reading Ability, *Reading Achievement, Reading Comprehension, Reading Research

Identifiers—*Air Force, *Reading Grade Level Scale, Reading Uses

The reading abilities of enlisted personnel are of interest to the Air Force for a number of reasons. One important reason is that the Air Force must ensure that airmen have the abilities necessary to read and comprehend training material and job aids such as technical orders (TOs). Since reading ability tends to differ among the Air Force Specialties (AFSs), each AFS is a potentially unique group of readers that needs instructional material written at a level commensurate with their abilities. A common measure of reading ability is reading grade level (RGL). This study identifies several RGLs of interest for specific specialties which may be of use to those responsible for writing training and instructional materials. The mean RGL, and RGL at one standard deviation below the mean were determined. Also, RGLs that can accommodate 70%, 80%, and 90% of the individuals within an AFS were determined. (Four tables of data are included; two appendices of data are attached.) (Author/RS)

ED 355 495

CS 011 242

Bowers, Patricia Greig Wolff, Maryanne

A Double-Deficit Hypothesis for Developmental Reading Disorders.

Pub Date—Mar 93

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, *Decoding (Reading), Elementary Education, Elementary School Students, Longitudinal Studies, *Reading Ability, *Reading Difficulties, Reading Rate, Reading Research, Word Recognition

Two longitudinal studies examined a "double deficit" hypothesis of reading disorders that contends that along with a core phonological deficit, slow speed of lexical access disrupts the efficient formation of orthographic representations and their quick retrieval. In the first study, 38 children from 6 classrooms in a predominantly white, middle class public school, were tested repeatedly from early in grade 2 to the end of grade 4. Subjects were divided into groups (good decoder-fast reader, good decoder-slow reader, poor decoder-fast reader, and poor decoder-slow readers) based on grade 4 scores. Multiple analysis of variance examined effects of two levels of nonword decoding and word latency with time of test a repeated measure. Main effects of both factors and of time were observed on many measures, and few interactions of the factors occurred. In the second study, 82 children from 3 public schools representing a range of different socioeco-

omic levels were tested in the spring of every year on a battery of reading and language measures from kindergarten to grade 4. Children were divided into groups similar to those in the first experiment. Analyses similar to those in the first study were conducted. Results of both studies indicate that the two deficits have independent, additive effects. Findings suggest that the processes resulting in rapid reading reflect in large part a cognitive skill independent of phonological decoding, and that a double deficit conceptualization of reading disability is critical for a more comprehensive account of reading disabled children. (Twelve tables of data are included.) (RS)

ED 355 496

CS 011 243

Nimon, Maureen

Children's Reading, A Research Report.

Pub Date—Jul 92

Note—25p.; Paper presented at the Conference of the International Association of School Librarianship (Belfast, Northern Ireland, July 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, Literature, Discourse Analysis, Elementary School Students, Foreign Countries, Intermediate Grades, Junior High Schools, *Reading Comprehension, *Reading Habits, *Reading Materials, Reading Research, Recreational Reading

Identifiers—Australia (Adelaide), *Australia (South Australia), Historical Background

Two studies focused on children's reading but employed very different procedures and techniques. The first study examined the link between the levels of children's reading comprehension and the quantity of reading they did. Subjects, 198 children chosen at random from years 5, 6, and 7 of a single elementary school in Adelaide, Australia, completed questionnaires, kept diaries of leisure time activities, and were tested for reading comprehension and verbal ability. Results indicated that the hours subjects spent reading were positively and significantly correlated with reading comprehension. Positive and significant correlations were also obtained for the possession of books, selection skills, a wide use of sources, and the habit of returning to known authors. The aim of the second study was to establish what South Australian children read in the 19th century and to explore the nature of their reading materials. Reading materials available to South Australian children in the colonial period were read and analyzed. Results indicated that: (1) children in colonial South Australia were immersed in the literature produced for their British cousins; and (2) the reading materials were designed to shape the moral and social development of the young. Findings of these two different research projects on children's reading highlight the values and limitations of different research methods and the necessity of conducting a range of studies in order to create a broad understanding of this complex and important topic. (Twenty references, the survey instrument, and blank diary forms are attached.) (RS)

ED 355 497

CS 011 244

Bloodworth, James Gaston

Legibility of Print.

Pub Date—[93]

Note—22p.

Pub Type—Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Layout (Publications), Literature Reviews, Publishing Industry, Reading Difficulties, *Reading Rate

Identifiers—Historical Background, *Legibility, Text Design, *Text Factors, Typeface

Legibility refers to the physical appearance of printed materials: line lengths, type size, style of type face, space between lines and between letters, margins, and physical format are some of the factors that are involved. After the turn of the century, especially after 1925, research became fairly common in this area, but has been meager since 1950. From the 1800s, the best type of serif, the effects of descenders and ascenders, brightness contrast between paper and ink, and other factors have been the topic of discussion and research. Based on the findings of various studies, speed of reading is the most satisfactory measure of legibility of type face. Most publishers maintain that 10 or 11 point type is the smallest that should be used in books, but there is no agreement on this subject by modern authorities. Research indicates that two-point lead-

ing (the space between lines) appears to be optimal. There is great diversity in the application of factors such as size of page, margins, single and multiple columns, paragraph arrangements, and vertical and horizontal printing. Research indicates that black print on a white background is more legible than white print on a black background, and approximately three-fourths of readers prefer it in this manner. Factors affecting legibility typically are not determined by research, but by persons who publish printed material simply according to their own beliefs and opinions. (Contains 24 references.) (RS)

ED 355 498

CS 011 245

Usen, Tracey H.

The Effects of Prereading Activities on Reading

Comprehension.

Pub Date—May 93

Note—42p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Comparative Analysis, Grade 11, High Schools, High School Students, *Reading Comprehension, *Reading Improvement, Reading Instruction, Reading Research, Reading Strategies

Identifiers—*Prereading Activities, Prereading Skills

A study investigated whether comprehension would be affected by utilizing prereading strategies. Subjects were 57 students (low level 11th graders) in 4 classes, totaling 29 students, utilized prereading strategies before 2 units of study. In the other 2 classes, with 28 usable subjects, no prereading activities were used prior to reading; otherwise instruction was the same. Results showed no significant differences between the two groups. (Three tables of data are included. Fifteen references and two appendices containing raw data, and unit tests and plot map are attached.) (Author/SR)

ED 355 499

CS 011 246

Bogart, Mariha Hirschberg, Ruth

A Holistic Approach to Student Retention.

Pub Date—Mar 93

Note—15p.; Paper presented at the Annual Midwest Regional Reading and Study Skills Conference (6th, Kansas City, MO, March 1-2, 1993).

Best available copy.

Available from—Ranken Technical College, 4431

Finney Ave., St. Louis, MO 63113 (free).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College, *Dropout Prevention, *High Risk Students, *Holistic Approach, Potential Dropouts, Program Development, Program Effectiveness, Program Implementation, *School Holding Power, Study Skills, Technical Institutes, Two Year Colleges, Two Year College Students

Identifiers—*Learning Environment, *Ranken Technical College MO

Ranken Technical College, a small, private, non-profit, two-year technical college in St. Louis, developed a plan whereby at-risk students would be flagged, their needs assessed, and programs put into place to meet those needs. The desired result was a higher retention rate, especially among minorities. The following components were found to be essential to the drop-out prevention program: (1) an extended orientation; (2) a freshman survival course; (3) identification of at-risk students; (4) assessment of at-risk students; (5) specific prescriptions for remediation of weaknesses; (6) collaboration among faculty, staff, and administration; (7) immediate, consistent, and on-going feedback among Learning Resource Center specialists, faculty, tutors and students, and, when necessary, administration and staff; (8) the ability to respond immediately to perceived trends; and (9) the flexibility to make ongoing changes in the program itself. The entire program works because the whole college is involved in the effort. A community of relationships and bonds for the students have been created for the students. (RS)

ED 355 500

CS 011 247

Ericson, Kristi

Activities for Encouraging the Development of Formal and Advanced Thinking in Junior High and Senior High School Students.

Pub Date—Apr 93

Note—23p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, *Critical Thinking, High Schools, High School Students, Junior High Schools, Junior High School Students, Reading Assignments, Skill Development, *Thinking Skills, Writing Assignments

Identifiers—Writing Thinking Relationship

On the premise that a variety of reading and writing activities will help students develop their thinking skills, this paper offers seven class activities intended to encourage the development of formal and advanced thinking in junior and senior high school students. The activities, intended as basic activities which teachers can adapt to their subject, age group, and learning environment, are as follows: (1) Oral Book Report: Television Talk Show; (2) Listening/Responding to Music; (3) Students Teaching a Concept; (4) Editing an Article; (5) Writing an Additional Scene for a Book; (6) Reading Journals; and (7) Personality Profiles and Interviews. For each of the activities, general goals, objectives and procedures, and assessment are described. (SR)

ED 355 501 CS 011 248

Chapter 1 Developer/Demonstration Program Learning to Read through the Arts 1990-91 and 1991-92. OREA Report.

New York City Board of Education, Brooklyn, NY. Div. of Strategic Planning/Research and Development.

Pub Date—92

Note—61p.; For the 1989-90 report, see ED 335 655.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Activities, *Art Education, Educational Research, Elementary Education, Elementary School Students, Holistic Approach, Interdisciplinary Approach, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Instruction, Remedial Programs, *Writing Instruction

Identifiers—*Education Consolidation Improvement Act Chapter 1, *Learning to Read Through the Arts Program, New York City Board of Education

A study described the 1990-91 and 1991-92 Chapter 1 Developer/Demonstration Program, Learning to Read through the Arts (LRTA), and evaluated the effectiveness of its implementation. The program offers intensive holistic reading and reading-oriented arts instruction to Chapter 1-eligible students, using an interdisciplinary, thematic approach that integrates a total arts program with a total reading and writing program. It provides remedial, developmental, and enrichment activities and skills. In 1990-91, LRTA operated at five sites in New York City, serving 467 students. In 1991-92, the program took place at 8 school-based sites, and served 867 students, including second graders for the first time—an increase of 86%. Evaluators reviewed program documents, interviewed program staff, observed program sites and classes, and analyzed students' scores on standardized reading tests. They determined that successful programs contain eight critical characteristics. In such programs: (1) a theme provides the focus for the curriculum; (2) art instruction incorporates all modalities and moves from the concrete to the abstract; (3) students are exposed to original art sources; (4) teachers develop materials that meet the needs of the students; (5) reading and writing activities are constantly assessed; (6) team members receive staff development and training; (7) parents are involved in the program; and (8) the program is supported by school administrators. Except for grades three and six in 1991-92, students met all program objectives. Staff members agreed that the program had a very positive impact on students' development academically, artistically, personally, and socially. (Three tables and six figures of data are included. An appendix contains 1990-91 sites program overviews from various program sites.) (SR)

ED 355 502 CS 011 249

Hocko, Elaine A.

The Effect of Self-Esteem on Reading Achievement.

Pub Date—May 93

Note—37p.; M.A. Thesis, Kean College of New Jersey.

RIE AUG 1993

Pub Type— Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Correlation, Grade 4, Intermediate Grades, *Reading Achievement, Reading Research, *Self Esteem

Identifiers—California Achievement Tests

A study established whether self-esteem had a positive significant effect on reading achievement. Data were collected from 117 fourth-grade students in a middle class suburban setting. Results of a self-esteem test (the Piers-Harris Children's Self-Concept Scale) were correlated to standardized reading test scores (California Achievement Test—Total Reading) and found to have a positive, but not significant, effect. The low positive correlation challenges the effectiveness of educational intervention programs that seek to raise reading achievement by improving global self-concept. (One table of data is included; 18 references and an appendix of data are attached.) (Author/RS)

ED 355 503 CS 011 250

Kelder, Richard

Epistemology and Determining Critical Thinking Skills in the Disciplines.

Pub Date—92

Note—20p.; Paper presented at the Annual Conference of the Institute for Critical Thinking (Montclair, NJ, 1992).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Critical Thinking, Curriculum Design, Epistemology, Higher Education, Humanities Instruction, *Interdisciplinary Approach, Thinking Skills

Identifiers—Educational Issues, *Thinking across the Curriculum

Integrating critical thinking and reasoning skills with content in the humanities and the social science curricula at the postsecondary level invites students to become co-participants in discovering and constructing knowledge as members of a learning "community." Readers of the research literature on critical thinking confront many definitions and interpretations of critical thinking, not to mention considerable debate about what thinking skills are involved and how they should be taught. The common ground among critical thinking theorists is the belief that teaching critical thinking must be integrally related to some form of content knowledge. Instructors ought to begin to teach the philosophy or structure of their disciplines, be it history, sociology, or literature, in addition to examining the various ways that arguments are constructed and evidence used to substantiate statements and knowledge claims. Critical thinking skills can be taught most effectively in an interdisciplinary curricula in which critical thinking is valued and established as an educational goal and where faculty reach a consensus on a pedagogy to teach reasoning skills across the disciplines. An interdisciplinary curricula in critical thinking should teach students to think and make judgments in different interpretive frames, to step outside of preconceived and limited thinking patterns. A major pedagogical goal of a critical thinking curriculum must be to problematize received knowledge and paradigms by engendering a critical spirit in institutions and in classrooms, not in a way that devalues inherited knowledge and values, but in a way that enriches them. (RS)

ED 355 504 CS 011 251

Gaultney, Jane F. Hack-Weiner, Nancy

The Role of Knowledge Base and Declarative Metamemory in the Acquisition of a Reading Strategy.

Pub Date—Mar 93

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Students, Grade 5, *Instructional Effectiveness, Intermediate Grades, Memory, Metacognition, *Prior Learning, Reading Difficulties, Reading Research, *Reading Strategies, Recall (Psychology)

Identifiers—Palm Beach County Schools FL, Questions

A study examined whether previous knowledge facilitates the acquisition of a reading comprehension strategy by children who are poor readers. Sub-

jects, 54 fourth- and fifth-grade boys in Palm Beach County, Florida, who were poor readers and baseball experts, were trained in the use of a reading strategy (asking "why" questions), with instruction being embedded in baseball (T-BB) or nonbaseball (T-NB; about less familiar sports) stories. The boys were tested 1 to 3 days after training, then again 2 to 3 weeks after the training. Boys in the T-BB group demonstrated greater strategy use at both posttests, indicating that knowledge base aided in the acquisition of a reading comprehension strategy. More "why" questions were asked by the T-BB group for the less familiar nonbaseball stories, an indication of appropriate monitoring. Children with higher declarative metamemory scores demonstrated better strategy acquisition and recall (both free and cued recall) than did boys with lower metamemory scores. (Three tables and four figures of data are included.) (Author/RS)

ED 355 505 CS 011 252

Fry, Edward Bernard And Others

The Reading Teacher's Book of Lists. Third Edition.

Report No.—ISBN-0-13-762014-4

Pub Date—93

Note—405p.

Available from—Prentice Hall, Book Distribution Center, Route 59 at Brookhill Drive, West Nyack, NY 10994 (\$29.95, plus state sales tax and \$4.96 postage/handling).

Pub Type— Guides - General (050) — Books (010)

Document Not Available from EDRS.

Descriptors—Classification, Elementary Secondary Education, Higher Education, Information Sources, Instructional Materials, *Reading, *Reading Instruction, *Reading Skills, *Vocabulary, Vocabulary Development

Identifiers—Words

Based on the premise that reading teachers have a wealth of creative ideas about what to teach and how to teach it effectively, this book contains the most used and useful lists for classroom teachers gathered together in a desktop reference format. First published in 1984, this third edition of the book includes expanded versions of, and revisions and additions to the original lists, as well as cross-references at the bottom of each list. Following a "user's guide," the book is divided into the following chapters: (1) Foundation Words; (2) Core Subject Words; (3) Word Groups; (4) Word Origins; (5) Phonics; (6) Comprehension; (7) Learning and Study Skills; (8) Writing; (9) Enrichment and Discovery Activities; (10) Books; (11) Signs, Symbols and Abbreviations; and (12) Reference. Each chapter contains various lists which are categorized under a particular heading—there are 150 lists in all. An index concludes the book. (NKA)

ED 355 506 CS 011 253

Dursky, Janice

Emphasizing Collaborative Experiences in Reading/Writing Courses.

Pub Date—Mar 93

Note—8p.; Paper presented at the Annual Midwest Regional Reading and Study Skills Conference (6th, Kansas City, MO, March 1-2, 1993).

Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Communication Skills, *Cooperative Learning, Higher Education, Reading Comprehension, *Reading Instruction, Test Wiseness, Undergraduate Students, Vocabulary Development, Writing Assignments, *Writing Instruction

Identifiers—*Collaborative Learning

This paper focuses on ways to include collaborative learning experiences in reading/writing courses as a method of addressing the demands for improving the communication skills of college students. It includes suggestions drawn from methods used in a college developmental reading class (which can, however, be modified for other types of classes), and focuses on three areas: vocabulary and comprehension study, writing assignments, and test-taking methods. The paper concludes by discussing what an instructor must consider before including collaborative experience in the classroom. (SR)

ED 355 507 CS 011 254

Klein, Mary

Integrating the Curriculum: Re-Examination of a Near Truism.

Pub Date—Dec 92

Note—13p.; Paper presented at the Annual Meet-

ing of the American Reading Forum (Sanibel Island, FL, December 9-12, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Curriculum Enrichment, Elementary Secondary Education, *Integrated Curriculum, Interdisciplinary Approach, Learning Processes, *Teaching Experience

Identifiers—Curriculum Emphases, Educational Issues, Knowledge Acquisition

Of particular interest in the realm of curriculum theories is a new (or renewed) call for "integrated curriculum." In fact, in many educational circles, it appears to be an orthodox assumption that integrating the curriculum is what educators should be about. However, well-substantiated arguments against subject matter based curriculum are not offered, and well-articulated rationales for integrated curriculum are not offered. Some attempt to articulate as clearly as possible the character of "integrated curriculum" and "interdisciplinary curriculum" is necessary for understanding proposed curriculum models of either or both. Curriculum models typically suggested by integrationists fall into one of two categories: those that purport to be child centered; and those that attempt to "draw in" content from various subject areas as befits the central focus. Teachers' experiences in elementary and secondary classrooms suggest that the lack of background in academic subject matter remains a problem with many teachers, and that many teachers teach in less than desirable conditions. Decisions to make significant curriculum shifts or curriculum focus shifts should be made only after careful consideration of what the problems are, how they came about, and how the changes will alter things. (Fifteen references are attached.) (RS)

ED 355 508 CS 011 255

Jacobson, Michael J. Spira, Rand J.

Hypertext Learning Environments, Cognitive Flexibility, and the Transfer of Complex Knowledge: An Empirical Investigation.

Center for the Study of Reading, Urbana, IL. Spons Agency—Illinois Univ., Champaign. Coll. of Education; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSR-TR-573

Pub Date—Apr 93

Contract—G0087-C1001-90

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, College Freshmen, College Sophomores, Difficulty Level, Higher Education, *Hypermedia, *Instructional Effectiveness, *Transfer of Training

Identifiers—*Knowledge Acquisition

Although the use of hypertext systems for learning complex knowledge has been attracting recent attention, there have been few discussions in the hypertext literature on issues related to the cognitive prerequisites for learning conceptually demanding material. A study was conducted to investigate a theory-based hypertext learning environment that provides instruction in a complex and ill-structured domain. Subjects were 34 first- and second-year university students who were paid for their participation in the study. The experimental treatment incorporated several features derived from recent cognitive learning theory, in particular a hypertext procedure that presented the instructional material in multiple contexts to highlight different facets of the knowledge. The main results of the study revealed that although the control treatment led to higher performance on the measures of "memory" for factual knowledge, the more hypertext-like treatment promoted superior knowledge "transfer." Overall, these findings suggest that hypertext learning environments that present the instructed knowledge by explicitly demonstrating critical interrelationships between abstract and case-specific knowledge components in multiple contexts would be better at preparing students to use knowledge in new ways and in new situations. (Five figures and seven tables are included; a list of 39 references is attached.) (Author/SR)

ED 355 509 CS 011 257

Phillips, Jerry Phillips, Julie

Mandated Testing: Lived Situations.

Pub Date—Dec 92

Note—16p.; Paper presented at the Annual Meeting of the American Reading Forum (Sanibel Island, FL, December 9-12, 1992).

land, FL, December 9-12, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Graduation Requirements, Individual Development, Outcomes of Education, Reading Difficulties, *Remedial Reading, *Standardized Tests, State Standards, *Track System (Education), Tutoring

Identifiers—*Texas

This paper describes a father's reflections on his daughter Charlie's failure to pass a state-mandated standardized test; reactions of both to the failure; reactions of both to emerging events; Charlie's next challenge and her looking to the future, and final thoughts and conclusions. The paper is a collaborative effort between father and daughter with sections written by one or the other presented alternately. Charlie and her father have seldom been happy with standardized tests because they lived the realities of those tests together. Charlie was placed in a low reading group in elementary school after the first such test, despite being an avid reader in her pre-school years. Competitive sports started in seventh grade and marked Charlie's drive toward athletic acceptance as an alternative source of "self" to the low placement assigned by the school. She did not learn to read well in spite of several years of instruction. After four tries and 2 years of tutoring, Charlie still failed the state's mandated graduation requirement of passing a literacy test. Despite appeals to the school board, Charlie was not allowed to graduate with her class. She passed the test the next summer after receiving different tutorial instruction, and is presently attending a community college. Five conclusions can be drawn from these lived situations: (1) Charlie's conflict of values in elementary school led to her acceptance of an outside curriculum, a conflict of learning interest that suggested that outside prior knowledge is ineffective in a school context; (2) the school neglected Charlie's reading progress, and must share the cost for cleaving to a rigid tracking philosophy; (3) the school tracked Charlie too early, left her on track too long, and promoted her test scores and stigma of tracking, reflecting her school-related disabilities; (4) the district failed to set up an effective tutoring program; and (5) a certain degree of sexism is reflected in the fact that all administrators, including the superintendent, are former male coaches and that the school district has never hired a woman administrator nor has a woman ever served on the school board. (Contains 16 references.) (RS)

ED 355 510 CS 213 607

O'Donnell, Roy C.

Freedom and Restrictions in Language Use.

Pub Date—Oct 92

Note—30p.

Pub Type—Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Freedom, *Censorship, *Civil Rights, Democracy, Elementary Secondary Education, *Freedom of Speech, Higher Education, Language Attitudes, *Language Usage, Public Education, Social Attitudes

Identifiers—*First Amendment, Historical Background, *Politically Correct Communication, Profanity

Since freedom of thought and expression is essential in a democracy, censorship of language is rightly regarded as a threat to all other freedoms. Still, it is inevitable that certain restrictions will occasionally be imposed on language in America and in other societies. Restrictions on language date back to the Ten Commandments, which condemned both the wrongful use of the Lord's name and the giving of false evidence, and since then penalties for different kinds of utterance have varied widely. Profane language, for example, has often been penalized, but standards of taste change dramatically over time. Victorian social decency required the use of euphemisms for body parts and functions, and works of literature were edited to exclude words regarded as improper. Often new words were coined and became commonly used as euphemisms for such words. Despite these restrictions, epithets for ethnic and racial groups were common and socially acceptable. The origins of derogatory names for various ethnic groups have long and dynamic histories. Today, society is very sensitive to the use of these terms, as illustrated by recent social events and controversies. Simultaneously, the American public generally has become increasingly sensitive to ob-

scene or profane language. Many school systems are drafting and passing resolutions limiting racial, ethnic, or gender-related slurs. Public figures who dismiss such politically correct sensitivity find themselves the objects of wrath and chastisement. In the end, society must guard against restrictions that interfere with the free flow of ideas that are essential to the health and existence of a democratic society. (HB)

ED 355 511 CS 213 658

Bainer, Deborah L. Porter, Frances

Teacher Concerns with the Implementation of Holistic Scoring.

Pub Date—Oct 92

Note—34p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Research, *Elementary School Teachers, Grade 3, *Holistic Evaluation, Primary Education, *Student Evaluation, *Teacher Attitudes, *Writing Evaluation

Identifiers—Alternative Assessment

A study examined the concerns of five third-grade teachers over the first year of implementation of a district mandate to evaluate narrative writing using holistic scoring. Each teacher collected writing samples from six representative students. Teachers reported their responses throughout the year on two self-report instruments, and they were interviewed at the end of the year. Teacher concerns focused on the process of holistic scoring, the rubric itself, and communication with students and parents. Frustrations expressed by the teachers, however, revealed misunderstanding of the district mandate, inadequate inservice training, and confusion about writing assessment and the characteristics of "good" narrative writing. This hindered teachers from using holistic assessment effectively. Results suggest essential components of training if holistic scoring is to be efficiently, reliably, and validly applied in elementary school settings. (One figure is included.) (Author/SR)

ED 355 512 CS 213 684

Meyn, Hermann

Opinion-Makers or Enlighteners? Training and Further Training of Journalists in Germany.

Inter Nations, Bonn (West Germany).

Report No.—ISSN-0177-4212

Pub Date—92

Note—33p.; Translated by Brangwyn Jones. Available from—InterNations, Kennedy-Allee 91-103, 5300 Bonn 2, Germany.

Journal Cit—Bildung und Wissenschaft (Education and Science); n9-10e 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Foreign Countries, Higher Education, *Journalism, *Journalism Education, Mass Media Role, Media Research, Professional Training

Identifiers—*Germany, Journalism Research, *Journalists, Professional Concerns

This special report discusses journalism in Germany, focusing especially on the training of journalists. The report is presented under the following headings: In retrospect (a brief description of journalism in the former East Germany); The media range in the Federal Republic of Germany; Journalist—a dream profession?; Freedom of the press and the Basic Law (Constitution); Practical training for journalists; Schools of journalism; Information sources for journalists; Further training institutions; Training centers for junior film and TV staff; Training and further training centers for foreigners in the Federal Republic of Germany and abroad; The legal and social status of journalists; Labor market situation; The journalist's image—opinion-maker or enlightener?; The professional ethos of journalists; and Publicistic principles of the German Press Council (Press Code). Four tables are included which give data on: journalism courses of study at higher institutions; continuation courses; journalism as a subsidiary subject; and publicistics and communication science. (SR)

ED 355 513 CS 213 688

Dyson, Anne Haas

"Whistle for Willie." Lost Puppies, and Cartoon Dogs: The Sociocultural Dimensions of Young Children's Composing, or Toward Unmetting

Pedagogical Pots.
National Center for the Study of Writing and Literacy, Berkeley, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CSW-TR-63
Pub Date—Jun 92
Contract—R117G10036
Note—36p.
Pub Type—Opinion Papers (120)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cultural Differences, Elementary School Students, *Literacy, Primary Education, *Sociocultural Patterns, *Writing Processes, Writing Research, *Young Children
Identifiers—*Children's Writing, Emergent Literacy, *Literacy as a Social Process

No greater challenge currently faces the schools than articulating what a literacy curriculum for sociocultural diversity might look like. And yet the literature on young school children's composing has dealt only peripherally with this issue. In this theoretical essay, it is argued that, even for young children, the composing of both oral and written texts (i.e., planning, responding, revising) is a distinctly sociocultural process that involves making decisions, conscious or otherwise, about how one figures into the social world at any one point in time. Drawing on data from an ethnographic project in an urban school, the essay allows young children's composing processes sociocultural depth and breadth by highlighting variation in the kind of oral and written language genres a child uses, in the kinds of discourse traditions a child draws upon, and in the kind of relationships a child author enacts with others. The essay concludes with a discussion of the implications of a sociocultural perspective on young children's composing for literacy teaching and learning. One table and one figure are included. (Contains 72 references.) (Author/SR)

ED 355 514 CS 213 707

Scott, Erica

When Peers Are Not Equal: The Writing Center as a Discourse Community.

Pub Date—Nov 92

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Cooperative Learning, Group Structure, Higher Education, Informal Organization, *Peer Teaching, *Tutoring, *Tutors, Writing Improvement, *Writing Instruction, *Writing Laboratories

Identifiers—Communication Strategies, *Discourse Communities

The term "peer" is often used to mean both tutor and tutee, but writing center directors should avoid romanticizing the notion of peer tutoring and recognize that peer tutors are considerably more advanced, and therefore more "powerful", than their tutees. In fact, the question of difference between tutors and tutees is a vital one for writing centers. The term "peer tutors" assumes an equality between tutor and client and a lessening of tutee anxiety, but upon investigation of writing centers, the notion of peer tutor changes when the issue of power is addressed. Calling both instructor and client "peers" ignores the very real differences between them. In many writing centers, for example, little or no attention is paid to the listening skills needed by clients whose backgrounds differ greatly from the tutor's. For example, some tutors have difficulty with clients who demonstrate an inability to use Standard English. Thus, it is essential that tutor training courses emphasize increasing the tutors' awareness of such differences along with an understanding of their place in various cultural contexts. To begin with, instructors should acknowledge that tutors are chosen because they are advanced members of a specific discourse community. In order to aid tutors in understanding their place within the community, one university's writing center chose Peter Elbow's "What Is English?" (1990) as a core text, selecting it because of the multiple voices that speak from its pages and express the conflicts that confront both instructors and students as they struggle to teach and learn within an imperfect system. Work is also being done to find strategies that enable tutors and clients to work together in such a way that clients can learn Standard English without getting bogged down in lectures on grammar. In short, by conceiv-

ing the writing center as discourse community, potential tutors can examine what it is that makes it so and can consider what should be their own role within it. (Contains 17 references.) (HB)

ED 355 515 CS 213 708

Sanacore, Joseph

The Culture of Detracking: How One School District Prepared To Detrack Its English Program.

Pub Date—[93]

Note—16p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Grouping, English Curriculum, English Departments, *English Instruction, *High Schools, *High School Students, *Program Administration, Public Education, Student Placement, Teacher Role, *Track System (Education)
Identifiers—*Educational Issues, English Teachers, School Culture

One of the most undemocratic, destructive forces in education today is the tracking of students in high schools, as a great deal of research suggests. Schools that have successfully detracked instruction demonstrate similar characteristics. After careful preparatory efforts were made (including forming a study group), a high school in Long Island (New York) undertook to detrack its English program in the context of these research findings. Five important characteristics comprised the preparatory efforts for the final shift to detracking. First, educators confronted powerful norms that support tracking. Secondly, educators realized that effective change must be comprehensive, so that the changes must affect other dimensions of the school such as concept-based curriculum, instructional perspectives, students with special needs, and assessment. Third, educators were encouraged to promote inquiry and experimentation, including open dialogue in workshop sessions with parents and colleagues. Fourth, the roles of both teachers and administrators had to change. Finally, the leadership had to be totally committed to sustaining the preparatory efforts described and making the jump to a detracked English program. Such preparation for detracking seems time-consuming and unnecessary, but experience and research indicate that successful change can best result from such preparation, and that profound changes like detracking take time, flexibility, and wisdom. (HB)

ED 355 516 CS 213 709

Romano, Tom

The Teacher Celebrates Writing.

Pub Date—Nov 92

Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Writing, English Curriculum, English Instruction, Higher Education, Secondary Education, *Story Telling, *Teacher Attitudes, *Writing Instruction
Identifiers—English Teachers, *Personal Writing, *Writing Contexts

Although it is satisfying and fulfilling to be part of the professional conversation on English teaching, and to have had one's writing published in journals, two difficulties should be noted. First, the notion still persists that it is publication alone that validates the writing experience. Second, it is wrong to encourage teachers only to write professional articles. Recently, it has become more acceptable to use stories to illustrate concepts in professional teaching articles, a welcome and helpful change in a theory-laden field. Stories are often the best mode for explaining difficult concepts, and, in a sense, the living are kept alive through stories. One girl's story about Italian immigrants entering New York in 1914 displays the magical, myth-like qualities that good storytelling is able to invoke. The story, called "The Wooden Pony," greatly moved her teacher-writer father, whose own father had come to America from Italy and whose treasured wooden pony carved for him as a keepsake by a boyhood friend, provided the basis for the tale. The teacher father rewarded his daughter by having a toy wooden pony, like the one in the story, carved for her. The poignancy of both the tale and the writing experience of the girl demonstrates the passion that allows writers to become totally immersed in their stories. Teachers as writers should allow themselves to experience such immersions quite apart from the

professional articles that make up most of the writing produced by educators. It is good, occasionally, to pursue the written word with a reckless abandon, to pay respect to perceptions and feelings, and ideas, the great respect of exploring them through writing without regard to whether it is published or not. (HB)

ED 355 517 CS 213 711

Rinehammer, Nora

Letters to the Editor: Public Writing as a Response to Reading.

Pub Date—Jan 93

Note—96p.; Project for Education L530, Indiana University.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Content Analysis, Editorials, *Letters (Correspondence), *Local Issues, *Newspapers, *Reader Response, Reader Text Relationship, Reading Writing Relationship, *Writing for Publication

Identifiers—Indiana (Porter County), *Letters to the Editor, Reading Uses, Writing Contexts

A study conducted by the copy editor of a small daily newspaper in Porter County, Indiana examines readers' motivations for writing letters to the editor. Analysis was based on letters that appeared in "The Vidette Messenger" September 16-30, 1992. Of 75 letters, 32 were responses to information published in the paper during the last 2 weeks. All but one of these addressed local issues. These letters concerned four basic topics: the family, the environment, money matters, and corrections of newspaper errors. The family-oriented opinions, the most often addressed topic, were responses to four articles. These articles concerned a cat leash law under debate in the community, a poor single-parent family, abortion, and family size and overpopulation. Five of seven letters written about the environment were responses to letters written by other readers. Five of seven letters written about money matters discussed the potential use of a County Option Income Tax; two concerned housing and health care. From this sampling, 25 letters (43.9%) were not responses to readings. These fell into two categories: letters dealing with the upcoming presidential election and informational and persuasive letters. Of all opinions published within the 15-day period, 76% were written by non-paid and non-professional authors. The study showed that letters to the editor tend to address local, personal concerns. Newspapers, which must compete in a marketplace increasingly dominated by electronic media, should take note that readers have the strongest response to local issues that affect them personally. (A graph and a table of data are included; attached appendix contains newspaper articles and sample letters.) (SAM)

ED 355 518 CS 213 715

Fuchs, Gaynell M. Lynn, Thomas J.

The Ramayana: India's Odyssey.

Pub Date—Nov 92

Note—80p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992). Excerpts from the "Ramayana" are taken from the University of California Press Edition, edited by William Buck.

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Asian Studies, Class Activities, Elementary Secondary Education, English Curriculum, *English Instruction, Foreign Countries, *Indians, Literary Criticism, *Literature Appreciation, *Multicultural Education, Teaching Methods

Identifiers—*India, Odyssey, *Ramayana

This curriculum guide demonstrates how the "Ramayana," one of India's epic literary treasures, can be used in a literature unit in English classes for ninth-grade students. The unit incorporates a useful comparison to the Greek epic, the "Odyssey." Included in this curriculum guide are the following sections: the text (an English version of the Ramayana); a map; notes to accompany the text; notes to the teacher; teaching the "Odyssey" and the "Ramayana"; "Cultural values embodied by characters in the 'Ramayana' and the 'Odyssey'; a comparative analysis; (by Thomas J. Lynn); guide questions for the "Ramayana"; vocabulary (English words requiring definition); assignments for the unit (including writing topics, telling the story to others, and composition topics); similes, metaphors, and

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personifications in the "Ramayana"; a test for the "Ramayana" unit; and some cut-outs which can be used to create Ramayana dolls. (HB)

ED 355 519 CS 213 717

Ediger, Marlow

Writing in Social Studies.

Pub Date—92

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Writing, Educational Philosophy, Higher Education, History, Secondary Education, *Social Studies, Writing Assignments

Identifiers—Writing Contexts, Writing To Learn

Writing needs to be given adequate emphasis in the area of social studies. Teachers should attempt to be creative and to assign different kinds of writing in their classes. This paper discusses possible activities for students in a unit on the Middle East to illustrate diverse purposes in writing. An initial assignment could be to ask students to outline material in a text. Pupils also might be asked to write summaries of content reading. Students might be assigned to write scripts for historical events or even to create illustrations of certain events. It can also be educational to have students build scale models of historical sites, such as the walled city of Jericho. Asking students to write creatively, including poems and fictitious diary entries, concerning an historical event should be considered. For historical controversies, students might summarize pros and cons, as in the case of the 1947 Security Council resolution to divide Palestine into an Arab and a Jewish state. Involving students with creating maps or working in committees to write logs for various factions represented in historical disputes also are methods that prove effective. In short, social studies teachers should guide each student to achieve optimally in writing. (HB)

ED 355 520 CS 213 720

Kline, Lucinda

African-American Children's Literature.

Pub Date—Dec 92

Note—27p.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—African Culture, African History, *Black Culture, *Black History, Black Youth, Children's Libraries, *Children's Literature, Cultural Awareness, Cultural Context, Multicultural Education, Picture Books

Identifiers—African Americans, Historical Background, Trade Books

This paper examines the history of African American children's literature, the present-day status of it, and ventures predictions about its future. The paper also considers the historic and social factors of the debate about whether an author will/should be accepted in this category of children's literature. The first section of the paper deals with the history of this body of literature and designates the 1890s as the first decade in which books written for children of color were published and includes a survey of representative titles. The next section describes the present-day status of such work and includes discussion of specific picture books, folktales, and historical novels. The last section of the paper predicts the future of literature written for children of color, notes that the demand for this kind of literature has steadily increased over the last 3 decades, and suggests that the current commitment to multi-cultural education will only continue to increase that demand. The paper concludes that the changing demographics of today's society not only leave children of color at a disadvantage if diversities are not explored, studied, and accepted, but also predicts real difficulty for white children who will have to cope with the first American minority-majority. Thirty-two footnotes are attached. (SAM)

ED 355 521 CS 213 725

Rosen, Cheryl L. Hazelwood, Constanza

Creating a Writing Community: Revising Collaborative Goals, Roles, and Actions. Elementary

Subjects Center Series No. 85.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 93

Contract—G0087C0226

Note—88p.

Available from—Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$8).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Environment, Cooperative Learning, Grade 5, Intermediate Grades, *Revision (Written Composition), Writing Improvement, *Writing Instruction, Writing Research, *Writing Workshops

Identifiers—*Collaborative Writing, *Discourse Communities

This report describes the development of a learning community in a fifth-grade writers' workshop across one school year and two girls' participation in the learning community. The report examines ways in which teacher-researchers' and students' notions and actions regarding collaboration changed; it also describes the curriculum in the writers' workshop in relation to the teacher-researchers' intentions and the way the curriculum was enacted across the year. Using sociolinguistic methodology, the paper analyzes the conversations that took place during October and March group work to understand both the social and academic aspects of talk in relation to the content (what was talked about) and processes (how social relations were achieved and how knowledge was constructed). Ways in which two girls, Nan and Heidi, revised their goals, roles, and actions as collaborators are described. Differences in the learning community in October and March are linked in the paper to differences in the form and substance of the girls' collaboration. The study provides insights into ways more was learned about: (1) when and if students were experiencing the kind of learning community they envisioned; and (2) how to uncover, understand, and explain linkages between the qualities of a learning community and student learning. Nine tables of data and four figures presenting curriculum strands in the writers' workshop, a sample student exercise called an "alphabet page," and two journal entries are included. (Contains 47 references.) (Author/RS)

ED 355 522 CS 213 726

Cutuly, Joan

Home of the Wildcats: Perils of an English Teacher.

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-2130-6

Pub Date—93

Note—100p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 21306-3050; \$9.95 members, \$12.95 nonmembers).

Pub Type—Opinion Papers (120) — Creative Works (030)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, *Educational Environment, *English Instruction, *High Risk Students, *High Schools, *High School Students, Personal Narratives, Public Schools, Standardized Tests, Teacher Burnout, Teaching Conditions, *Teaching Experience

Identifiers—Educational Issues, *English Teachers

Part essay, part poetry, part collage of student writing and personal reflections, this book uses metaphor to evoke the interactions and anguishes of a high school English teacher's day, a juggling act of efforts to help the demoralized and disruptive while still trying to make learning meaningful. In the book, the English teacher's students speak of school in their own metaphors. For the many who are "at risk" this means four-letter words which the teacher insists reformers of education must hear and understand. The book portrays such students as unable to make sense of a system of schooling preoccupied with maintaining surface order, one that talks of students' creative development but focuses on scores, measurable objectives, and moving students through the hoops toward graduation. The book ends with an extended metaphor—a parody of a standardized multiple-choice test, in which the choices evoke in "Catch-22" style students' reactions to the absurdity they perceive in their school experience. (RS)

ED 355 523 CS 213 727

Beach, Richard

A Teacher's Introduction to Reader-Response Theories. NCTE Teacher's Introduction Series.

National Council of Teachers of English, Urbana, IL.

III.

Report No.—ISBN-0-8141-5018-7; ISSN-1059-0331

Pub Date—93

Note—215p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 50187-0015; \$9.95 members, \$12.95 non-members).

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*College English, English Curriculum, *English Instruction, Higher Education, High Schools, *Literary Criticism, *Literature Appreciation, *Reader Response, Reader Text Relationship, Teaching Methods, Theory Practice Relationship

Identifiers—English Teachers, *Literary Theory

This book offers teachers a convenient means of broadening their understanding of reader response theory and criticism and applying this theory to the teaching of literature in high school and college classrooms. The book is designed to arouse individual teachers' interest in reader response theory and encourage them to apply it to their teaching. The book covers the various branches of reader response theory, the key ideas of its many proponents, and the advantages and disadvantages of each branch of theory as perceived by critics. Individual chapters include: (1) Introduction; (2) Textual Theories of Response; (3) Experiential Theories of Response; (4) Psychological Theories of Response; (5) Social Theories of Response; (6) Cultural Theories of Response; and (7) Applying Theory to Practice: Making Decisions about Eliciting Response. (A glossary of key terms in reader response theory along with an extensive bibliography covering the many facets of the entire field are appended.) (HB)

ED 355 524 CS 213 728

Ray, Ruth E.

The Practice of Theory: Teacher Research in Composition.

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-3660-5

Pub Date—93

Note—197p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 36605-3050; \$14.95 members, \$19.95 non-members).

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*College English, English Curriculum, *English Instruction, Feminism, Higher Education, High Schools, Reader Text Relationship, Teaching Methods, *Theory Practice Relationship, *Writing Instruction, *Writing Research

Identifiers—*Composition Theory, English Teachers, *Feminist Criticism, Teacher Researchers, Writing To Learn

This book offers teachers a convenient means of broadening their understanding of various kinds of composition theory and the steadily emerging field of teacher research by high school and college instructors. The book is designed to arouse individual teachers' interest in composition theory and encourage them to learn about and participate in teacher research. The book covers the various branches of teacher research and the key ideas of its many proponents. Individual chapters include: (1) The Move toward Theory in Composition; (2) Theory and Practice from a Feminist Perspective; (3) The Argument for Teacher Research; (4) Comprehension from Within: K-12 Teacher Research and the Construction of Knowledge; (5) Contextual Constraints on Knowledge Making: Graduate Student Teacher Research; and (6) Toward a Teacher-Research Approach to Graduate Studies. An interview with National Writing Project Teacher-Researchers, along with a sample syllabus for a graduate course in composition theory, are appended. (HB)

ED 355 525 CS 213 729

DiPardo, Anne

A Kind of Passport: A Basic Writing Adjunct Program and the Challenge of Student Diversity.

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-2548-4; ISSN-0085-3739; NCTE-RR-24

Pub Date—93

Note—204p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 25484-0015, \$12.95 members; \$16.95 nonmembers).

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Acculturation, Administrator Attitudes, *Basic Writing, *Equal Education, Ethnography, Higher Education, *Minority Groups, *Teacher Behavior, *Teacher Student Relationship, Writing Research

Identifiers—Basic Writers, *Diversity (Student), *Writing Contexts

Focusing on culturally diverse students and the adequacy of efforts to help them succeed in college, this book presents an ethnographic study of the basic writing course, a central element of the adjustment between academe and nontraditional students. The research site, pseudonymously called Dover Park University for purposes of this account of the study, was a typical, predominantly white, middle-class institution newly committed to the goal of increasing services to, and enrollment of, minorities, but with uneven and unremarkable resources and with a faculty and administrators who were well intentioned but sometimes weighed down by entrenched attitudes and precedents. The first part of the book discusses the background and design of the study. The second part discusses the nature of the larger social contexts in which the basic writing adjunct program was situated, and the nature of the more immediate social contexts (at the level of the English department) as perceived from the points of view of the writing program directors, adjunct component coordinators, and instructors. The third section examines four focal students' backgrounds, their attempts to adjust to college life, their struggles with writing, and perceptions of the small-group component of their basic writing course. The concluding section of the book reflects upon the complexities of designing effective programs to serve the needs of linguistically and culturally diverse basic writers, and discusses the more general ramifications of one campus's often troubled attempts to provide equitable opportunities for all. Interview questions are attached. (Contains 135 references.) (RS)

ED 355 526 CS 213 730

Davis, James E., Ed. Salomone, Ronald, E., Ed. *Teaching Shakespeare Today: Practical Approaches and Productive Strategies*. National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-5296-1

Pub Date—93

Note—319p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 52961-0015, \$14.95 members; \$19.95 nonmembers).

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Drama, English Instruction, *English Literature, Figurative Language, Higher Education, High Schools, *Instructional Innovation, Literature Appreciation, Mass Media, Renaissance Literature, Student Needs, Teaching Guides

Identifiers—*Shakespeare (William)

This teaching guide for high school college instructors begins with an introduction on "Shakespeare and the American Landscape," by Samuel Crowl, and includes the following 32 essays: "Some 'Basics' in Shakespearean Study" (Gladys V. Veide-man); "Teaching Shakespeare's Dramatic Dialogue" (Sharon A. Beecher); "Shakespearean Role Models" (Ruth Ann Gerrard); "The Use of Quotations in Teaching Shakespeare" (Leila Christen-bury); "Getting To Know a Play Five Ways" (Martha Tuck Rozett); "Toward a Teachable Shakespeare Syllabus" (Robert F. Willson, Jr.); "Shakespeare off the Page" (J. L. Styan); "Goals and Limits in Student Performance of Shakespeare" (Charles H. Frey); "Using Improvisational Exercises to Teach Shakespeare" (Annette Drew-Bear); "Enacting Shakespeare's Language in 'Macbeth' and 'Romeo and Juliet'" (Elizabeth Oakes); "Spark-ing: A Methodology to Encourage Student Performance" (Joan Ozark Holmer); "Changing the W's in Shakespeare's Plays" (Michael Flachmann); "Love, Sighs, and Videotape: An Approach to Teaching Shakespeare's Comedies" (Michael J. Collins); "Shakespearean Festivals: The Popular Roots of Performance" (Demar C. Homan); "Intro-

ducing Shakespeare with First Folio Advertisements" (Daniel J. Pinti); "Versions of 'Henry V': Laurence Olivier vs. Kenneth Branagh" (Harry Brent); "Picturing Shakespeare: Using Film in the Classroom to Turn Text into Theater" (James Hirsh); "Shakespeare Enters the Electronic Age" (Roy Flannagan); "Shakespeare Is Not Just for Egg-heads: An Interview with Two Successful Teachers" (Linda Johnson); "Teaching Shakespeare against the Grain" (Ronald Strickland); "Shakespeare and the At-Risk Student" (David B. Gleaves and others); "Decentering the Instructor in Large Classes" (Robert Carl Johnson); "Where There's a 'Will,' There's a Way!" (Mary T. Christel and Ann Legore Christiansen); "Digging into 'Julius Caesar' through Character Analysis" (Larry R. Johannessen); "A Whole Language Approach to 'Romeo and Juliet'" (John Wilson Swope); "Sleep that knits up the raveled sleeve of care": Responding to 'Macbeth' through Metaphorical Character Journals" (Gregory L. Rubano and Phillip M. Anderson); "Building a Bridge to Shakespeare's 'Macbeth' with Cormier's 'The Chocolate War'" (Margo A. Figgins and Alan Smiley); "Three Writing Activities to Use with 'Macbeth'" (Ken Spurlock); "The Centrality of 'A Midsummer Night's Dream'" (Hugh M. Richmond); "If Only One, Then 'Henry IV, Part 1' for the General Education Course" (Sherry Bevins Darrell); "Teaching 'The Taming of the Shrew': Kate, Closure, and Eighteenth-Century Editions" (Loren L. Giese); and "Measure for Measure: Links to Our Time" (John S. Simmons). (SAM)

ED 355 527 CS 213 731

Kolanowski, Karen

Use of Portfolios in Assessment of Literature Learning. Report Series 3.7.

National Research Center on Literature Teaching and Learning, Albany, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—R117G10015

Note—28p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Trends, Foreign Countries, National Surveys, *Portfolios (Background Materials), Secondary Education, *Student Evaluation, Teacher Effectiveness, Writing Evaluation

Identifiers—Alternative Assessment, Canada, Educational Issues

This report contains the results of a survey designed to gather information on issues and concerns in portfolio assessment and on the use of such types of assessment to determine student performance and program or teaching effectiveness. The survey, which contained nine questions, was conducted in three phases. First, the testing directors of each of the 50 states, the District of Columbia, Puerto Rico, and each of the 8 Canadian provinces were surveyed by telephone. Phase 2 of the survey examined more specific questions: individual contact people provided by the state testing directors were mailed abbreviated surveys requesting answers to questions 8 and 9 concerning, respectively, the forms and uses of portfolio assessment and how these uses relate to program objectives. Phase 3 consisted of telephone conversations with 10 respondents who indicated that they were using portfolios in the assessment of literature learning and a review of articles and descriptive information provided by those 10 respondents. Results indicated that: (1) in Canada, only Quebec was using portfolios for provincially use in the 1990-91 school year, while in the United States, Kentucky and Vermont were planning to implement statewide use in the near future; (2) greater use was being made of portfolios at the classroom level, and, in a few situations, portfolios were being used at the school and district level; (3) there was little universality in the manner in which portfolios were being used; (4) writing as a response to literature was a component of about 25% of the portfolio programs; and (5) assessment by the use of portfolios exemplified program goals which stressed active learning. (Two tables of data are included; the list of interview questions, the list of respondents to the survey, and an appendix of data are attached.) (RS)

ED 355 528 CS 213 732

Vinson, Beth M.

Distinguishing Relevant and Irrelevant Practices for Teaching Letter Writing in Early Grades.

Pub Date—Nov 92

Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Students, Grade 3, *Holistic Approach, Lesson Plans, *Letters (Correspondence), Primary Education, *Teaching Methods, *Writing Instruction

Identifiers—Alabama Basic Competency Tests, Children's Writing, Writing Contexts

Recent insights on how the brain functions suggest that people learn in holistic contexts, and that the brain does not work well when presented with isolated pieces of knowledge. A lesson for teaching third graders about letter writing illustrates how such insights can be useful in the language arts classroom. The goal of this letter-writing lesson is the spontaneous generation of letters and their use as a communication tool. The lesson begins by using various ways to establish the theme that letters are a means for communicating across a distance. Letter-writing activities in class focus on letters with a real communication purpose for the child, thus giving them personal experience with this tool in a way that touches their personal lives. A display shows a wide variety of letters appropriate for children. The current Alabama Basic Competency Test (BCT) objective number III-1 for language arts, grade 3, is to "recognize the parts of a friendly letter." However, the parts of a letter are meaningful units only to the person who has used letters as a communication tool. Therefore, this BCT objective should be deleted. True assessment of the child's letter writing ability should be done by the teacher and the objective should reflect the child's awareness of and ability to use this authentic communication tool. (SR)

ED 355 529 CS 213 733

Pullen, Arlene

Improving Critical Thinking Skills of English Students at Marlboro High School through Literature and Composition Instruction.

Pub Date—Dec 92

Note—170p.; Ed.D. Applied Research Project, Nova University.

Pub Type—Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Class Activities, Classroom Research, Classroom Techniques, *Critical Thinking, English Curriculum, *English Instruction, High Schools, High School Students, *Literature Appreciation, Teaching Methods, Thinking Skills, *Writing Instruction

Identifiers—English Teachers, Marlboro Township School District NJ

This report describes the procedures used by a New Jersey high school English department of 15 teachers to improve the critical thinking skills of their students and thus allow the students to assume greater autonomy in their learning. Emphasis was placed on improving critical thinking skills of the students through literature and writing activities and lessons. Major solution strategies developed involved coaching and conferencing observations by the English supervisor, with questioning patterns and student-centered activities as the focus for those lessons. Through teacher networking and staff development through individual planning as well as school, district, and state workshops, the English department improved test scores, increased student autonomy, and fostered greater critical thinking in the students. In addition, teachers became more student centered in their instruction. Twelve appendices, covering various data related to and derived from the research study, are attached. (HB)

ED 355 530 CS 213 734

Williams, Barbara M.

How Conacious Are Our Literature Students of Gender Issues?

Pub Date—Mar 89

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989). Accompanying material may not reproduce well because of small print.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—English Instruction, *Feminism, Higher Education, *Literary Criticism, *Reader

Text Relationship, Sex Differences, *Social Problems, *Student Attitudes, Womens Studies, Writing Instruction

Identifiers—Discourse, *Feminist Criticism, Literary Theory, *Slippery Rock University PA

Activities related to women's issues are many and varied at Slippery Rock University in Pennsylvania, but it is doubtful how much of this sensitivity trickles down into actual literature courses. Efforts at moving students away from passive reading and into a more critical stance that would promote active engagement with texts must be encouraged by English teachers. One method of fostering such a critical stance involves asking students to read "as women," whatever their gender. But underlying this approach should be a concern with the kinds of ideas about gender that readers bring with them to the classroom. An informal study was developed that investigated what untrained students know about feminism. First, the dominant trends in recent feminist criticism were identified. Next, the journal entries of students not instructed in feminist theory were studied to see if their responses to texts corresponded in any way with feminist criticism. Results indicated that what students comprehend most about the feminine perspective "falls roughly into three categories: 'biological', 'experience', and 'socio-political.' Least understood are issues of 'discourse' and 'the unconscious.' Students tended to choose active verbs when referring to men and passive for women. In short, while students may have rudimentary awareness of feminist issues, they are not conscious of how controlled they are by their own attitudes. Teachers need to clarify gender issues in literature instruction and encourage students to analyze their own language in terms of gender. (An appendix includes samples of student responses, arranged in tables describing the major viewpoints of current feminist criticism.) (HB)

ED 355 531

Sayers, Dennis

Interscholastic Exchanges in Celestin Freinet's Modern School Movement: Implications for Computer-Mediated Student Writing Networks.

Pub Date—17 Oct 90

Note—51p; Paper presented at the North American Freinet Conference (1st, October 17, 1990). Pub Type—Speeches/Meeting Papers (150)—Reports—General (140)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Computer Networks, Educational Innovation, *Educational Practices, *Educational Principles, *Educational Technology, Elementary Secondary Education, Nontraditional Education, *Social Networks, Student Needs, Writing (Composition)

Identifiers—Computer Mediated Communication, Freinet (Celestin), *Modern School Movement, *Writing Networks

This paper discusses the Modern School Movement (MSM), founded in 1924 by French educator Celestin Freinet (1896-1966) and widely-known throughout Europe yet largely unknown to English-speaking educators. The paper focuses on the MSM as the largest student writing network ever to have employed educational technologies as a central aspect of its day-to-day functioning. It attempts to provide a substantial introduction to the pedagogical theory behind the MSM for an English-speaking readership. It examines in detail the writings of Celestin and Elise Freinet and various MSM teachers in order to disclose the day-to-day working of interscholastic exchanges as well as a number of the major themes of Freinet's pedagogical rationale for technology-mediated correspondence networks. Following an introduction, the paper is in six sections: (1) Origins of the Modern School Movement; (2) The organization of interscholastic correspondence exchanges between MSM schools (including matching classes and forming sister class "clusters," pairing students for individual correspondence, and collective work consisting of cultural packages, group-authored letters, printed or "free" texts, and audiovisual presentations); (3) Professional development of teachers: methods vs. instruments and techniques; (4) The use of classroom technology and interscholastic exchanges to reestablish "psychic equilibrium" and to promote affective and moral development; (5) Interscholastic correspondence as a social context for literacy learning; and (6) Implications for contemporary research into computer-mediated student writing networks. (Contains 58 references.) (SR)

ED 355 532

CS 213 736

Cotner, Nancy B.

A Bibliography of Children's and Young Adult's Books about Illness Issues.

Pub Date—[93]

Note—37p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adolescent Literature, *Children's Literature, *Diseases, Elementary Education, Health Education, Junior High Schools, Middle Schools, Patient Education, Social Problems

Identifiers—*Trade Books

This bibliography presents a list of approximately 360 works of children's and young adult's literature that deal with illness issues or issues connected with adverse life conditions such as various forms of child abuse, alcoholism, AIDS, blindness, cancer, death, handicap, suicide, and surgery. The bibliography is divided into 42 sections, each dealing with a specific illness or condition. Most of the items in the bibliography were published between 1970 and 1992, and each item in the bibliography includes an estimate of the appropriate age range for its readers. (RS)

ED 355 533

Strickland, James, Ed.

English Leadership Quarterly, 1992.

National Council of Teachers of English, Urbana, IL. Conference on English Leadership.

Pub Date—92

Note—66p; Formerly called the "CSSEDC Quarterly." For 1991 issues, see ED 344 245.

Journal Cit—English Leadership Quarterly; v14 n1-4 Feb-Dec 1992

Pub Type—Collected Works - Serials (022)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Class Activities, Educational Change, *English Instruction, Higher Education, *Literacy, *Reading Writing Relationship, Secondary Education, *Student Evaluation

Identifiers—Alternative Assessment, English Teachers

These four issues of the English Leadership Quarterly represent those published during 1992. Articles in number 1 deal with testing assessing, and measuring student performance, and include: "Real Evaluation: Portfolios as an Effective Alternative to Standardized Testing" (Kate Kiefer); "No More Objective Tests, Ever" (Carol Jago); "Process-Based Literature/Writing Examinations" (Barbara King-Shaver); "Portfolio Assessment: Students as Producers" (Henry Kiernan); "Eliminating the Negative Effects of Ability Grouping on Low-Achieving Students" (Wendell Schwartz and Dan Galloway); and "The Rhetorical Stance of Assessment" (Robert Perrin). Articles in number 2 deal with reading and writing connections and include: "Building a Community of Readers and Writers: Portrait of a Teacher at Work" (Derrick Zirinaky); "WC: At the Heart of the Junior High" (Mary Licklider); "Three Roads Converge in a Microchip: Reading, Writing, and Computer-Assisted Instruction" (J. Colavito); "From Chaos to Competency: Weak Readers Learn To Write" (Evelyn Jaffe Schreiber); "Using Reading and Writing-to-Learn To Promote Revision" (John Wilson Swope); and "A Response Journal Makes the Reading/Writing Connection" (Rebecca Laubach). Articles in number 3 deal with literacy and include: "The Reality of Reform" (Elliot W. Eisner); "To Be Literate" (William F. Williams); "Literacy: The Crisis Mentality" (William T. Fagan); "Collaboration for Critical Literacy" (Pamela Farrell); and "Classics Illustrated Comics: Promoting Personal Response" (George I. Martin). Articles in number 4 deal with alternative and include: "Learning and Teaching in Community" (Kathleen Blake Yancey and Boyd Davis); "Writing Therapy without the Therapist" (Mike Tebo); "Metaphors from the Arts: Rethinking Contexts for Writing" (Rob Perrin); "New Beginnings for Change" (Susan Benjamin and Jane Gard); and "When the Students Create the Questions" (Joy Marks Gray). (SR)

ED 355 534

Thomas, Charles J.

The Organic Literary Canon: Its Role in American English Education.

Pub Date—Nov 92

Note—10p; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

CS 213 737

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College English, *English Curriculum, English Instruction, *English Teacher Education, Higher Education, Literary Criticism, *Literature Appreciation, National Surveys

Identifiers—Educational Issues, *Literary Canon, Literary Theory

The vigorous public debate over the definition and function of the literary canon has raised certain important questions for English educators. One of the chief among all questions is how the literary canon debate has affected the content of English methods courses. The word "canon" has long been associated with a static and dogmatic connotation, but a better way of conceiving of the term is to instill it with a more organic character which constantly expands to include new works. It is acceptable to open the canon to works heretofore unknown or little discussed. A recent study looked at how the canon is faring in English Education courses at 20 colleges and universities in 11 states. Results indicate that aspects of the canon continue to be discussed, and the size of the current literary canon has expanded to include more works by women, minority, and non-western writers. However, despite the broadening of the canon, both current and past versions of the notion of canon suffer from a lack of moderation. A whole array of realms of knowing should be made available that transcends mere lines of race, ethnicity or gender. Teachers should experiment with a "dialectic of freedom" which encourages individuals to read intercultural works and develop new ways of knowing and learning. Such an objective should be a key to further expansion of the canon. (HB)

ED 355 535

Charles, Jim

Of Mascots and Tomahawk Chops: Stereotypes of American Indians and the English Teacher's Response.

Pub Date—23 Nov 93

Note—16p; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*American Indian Literature, *American Indians, *Cultural Differences, Cultural Images, Cultural Pluralism, *English Instruction, *Ethnic Stereotypes, Multicultural Education, Secondary Education

Identifiers—Cultural Sensitivity, *English Teachers, *Native Americans, Native American Studies, Oral Tradition

In view of the vast amounts of Native American stereotyping that exists in the United States today, English teachers should analyze ways to reduce the effects of such stereotypes. Despite recent attempts to raise ethnic consciousness, American popular culture still perpetuates and reinforces Indian stereotypes, and these prevailing images block true perceptions of what American Indians really are. In the context of the English curriculum, English teachers can present literature in ways which neither reinforce nor perpetuate these stereotypes. In the past, widespread improvement in the understanding of American Indians was undermined by the largely superficial treatment they received in the schools. In view of this, students should be shown the nature and historical development of stereotypes, as outlined by various researchers. Media like literature and films have perpetuated many misconceptions of American Indians. These media have grouped Indians into four basic stereotype categories: the noble savage, the savage, the generic Indian, and the living fossil. To combat these tendencies, English teachers must pay attention to curriculum content by trying to teach a representative set of Indian-authored selections. The following criteria can be used to make such selections: (1) readings should be supplemented with oral selections; (2) both oral and written selections should represent the diversity of the many tribes throughout the nation; and (3) contemporary selections should reflect the range of genres produced by American Indian writers. (Contains 32 references.) (HB)

ED 355 536

Fulkerson, Richard, Ed.

On Preparing College Composition Teachers: An Annotated List of Relevant Sources.

Conference on Coll. Composition and Communication, Urbana, Ill.

Pub Date—[93]

CS 213 740

Note—43p.; Prepared by the CCCC Committee on Preparation of College Teachers of Writing.

Pub Type—Reference Materials—Bibliographies (131)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, College English, College Faculty, *English Curriculum, English Instruction, Graduate Students, Graduate Study, Higher Education, *Program Administration, *Teaching Assistants, *Writing (Composition), Writing Instruction, *Writing Teachers

Identifiers—*English Teachers
Designed for college faculty, students and administrators interested in information about the current practice and theory of preparing college teachers of writing, this annotated bibliography lists books, articles, and other related sources dealing with the area of writing teacher education. A brief introduction discusses the findings and conclusions of a committee appointed by the Conference on College Composition and Communication (CCCC) to investigate this subject. The 140 citations are organized into two groups: (1) 117 articles and conference papers, with brief descriptive abstracts; and (2) 23 books either designed for use in courses to prepare writing teachers or capable of being used in such a context. (HB)

ED 355 537

CS 213 741

Graham, Barbara

New Directions in Portfolio Assessment: Assessing the Assessors.

Pub Date—[93]

Note—37p.

Pub Type—Reports—Descriptive (141)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, Organizational Communication, *Portfolios (Background Materials), *Professional Development, Teacher Attitudes, *Teacher Evaluation, Teacher Improvement, *Teacher Supervision

Identifiers—*Alternative Assessment, Professional Concerns, Seven Oaks School Division Number 10 MB, *Writing Contexts

The plan to implement a professional portfolio policy in the Seven Oaks School Division, Winnipeg, Canada, will be perceived and lived by teachers in various ways. Their experiences will be colored by their understandings of the theories behind the use of portfolios as an alternative form of evaluation, their interpretations of the change, and their reactions as they live through the conditions of implementation. In replacing a policy loosely modeled on principles of clinical supervision whereby administrators evaluate teachers every 3 years, with a policy of documentation of individual performance and improvement, the Board of Trustees recognizes that individual teacher development and improvement are the responsibility of the teacher. How teachers understand the new policy, its ramifications for changing contexts of teaching, and its theoretical foundations are being investigated by a portfolio research team chosen from interested teachers and administrators. Seven major themes emerged from discussions at an in-service where the new policy was explained to school representatives: process of implementation; professional growth; contribution to the profession; trust; collegiality; product; and ownership. Not only can portfolios demonstrate growth and development in technical aspects of writing and teaching, but they can also contribute to the development of self-evaluation and critical reflection. By changing the focus of evaluation from documentation and recording of performance to a process in which performance documents become a means to improve practice, the new policy places power in the hands of teachers. (Twenty-two references and an appendix describing the teacher evaluation program are attached.) (RS)

ED 355 538

CS 213 742

Anson, Chris M. And Others

Scenarios for Teaching Writing: Contexts for Discussion and Reflective Practice.

Alliance for Undergraduate Education; National Council of Teachers of English, Urbana, IL

Report No.—ISBN-0-8141-4255-9

Pub Date—93

Note—173p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 42559-3050, \$12.95 members; \$16.95 nonmembers).

Pub Type—Guides—Classroom—Teacher (052)

RIE AUG 1993

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Course Descriptions, *Freshman Composition, Higher Education, Instructional Effectiveness, *Professional Development, Student Needs, Teacher Student Relationship, Theory Practice Relationship, Undergraduate Students, *Writing Assignments

Identifiers—Educational Issues, Reflective Teaching, *Writing Contexts, *Writing Development

Offering teaching assistants, new faculty members, and adjunct instructors "real-world" scenarios about the many facets of teaching introductory college composition, this book provides situations, sample syllabi, assignments, and journal entries from classrooms. The book's six chapters move from general considerations of assignment design and the selection of materials to more particular concerns of teacher-student interaction. In addition, the book features "issues for discussion" throughout the text, which challenge readers to find the solutions that work in their own classrooms. Chapter titles are: (1) Creating Effective Writing Assignments; (2) Using Readings in Writing Courses; (3) Responding to Student Writing; (4) Teaching "Grammar," Usage, and Style in Context; (5) Managing Discourse in Classes, Conferences, and Small Groups; and (6) Teaching Writing: Course Designs. An 83-item bibliography of professional sources is attached. (Contains 88 references under "Works Cited.") (RS)

ED 355 539

CS 213 744

Wells, Gordon

Language and the Inquiry-Oriented Curriculum.

Pub Date—Nov 92

Note—42p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Cultural Context, Cultural Education, Curriculum Design, Elementary Secondary Education, Higher Education, *Learning Modalities, *Learning Processes, Models, Teaching Methods

Identifiers—*Dialogic Communication, Discourse, *Educational Issues, Vygotsky (Lev S)

This paper argues that the goals of education, whether in university or kindergarten, are not achieved by the one-way transmission of knowledge, but through a dialogue between teacher and learner which has as its aim the co-construction of meaning in relation to tasks and topics of mutual interest and concern. The paper first addresses how the ideal educational environment casts learners as participants rather than spectators because the making of meaning is always part of a larger activity, and it is the purpose of this activity that provides the motivation for the meaning-making and for the framework of relevance within which the meanings can be evaluated for their validity and utility. How understanding starts with a real question which does not necessarily include a clearly formulated statement of the problem, but nevertheless transforms the manner in which new information is dealt with is next considered, and a workable model for an inquiry-oriented classroom is presented. It is proposed that schooling amounts to a cultural apprenticeship in which students learn about ways of acting and thinking that constitute the intellectual resources of the culture of which they are a part; in this context the role of discourse in inquiry and the role of the teacher in an inquiry-oriented classroom are also discussed. The paper concludes by considering how the model of inquiry-based learning can be applied to a variety of subjects and grade levels. Two figures and one table are included. (Contains 33 references.) (SAM)

ED 355 540

CS 213 745

Napier, Mintia

Teachers Making Decisions When We Know the Censors Are Watching.

Pub Date—Nov 92

Note—16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Presented with Rita Paye and Ellen Brinkley.

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, *Censorship, Christianity, Elementary Secondary Education, English Curriculum, English Instruction, Moral Issues, *Moral Values, *Public Education, *Read-

ing Materials, *Teacher Response

Identifiers—Controversial Materials, *Educational Issues, *Pressure Groups, Religious Fundamentalism

Attempts to suppress and even censor various texts used by English teachers often are led by members of fundamentalist Christian groups. These activists charge educators with deprecating Christian moral values and instigating a religion of "secular humanism" in the schools. Various examples of recent legal cases show how prominent the fundamentalist activists are in the text censorship controversy. Censorship cases, though they have tended to be decided in favor of school districts, are disruptive to the schools nonetheless and often are concluded only after numerous appeals. Violence has even erupted in several cases of strong public reaction. Although it has been estimated that fundamentalist and Christian organizations only account for 25% of all cases, much of their effect stems from teachers who do not use certain texts or strategies because they fear public objection or even legal actions against them. The overall agenda of Christian groups dealing with educational issues involves attacks on a wide array of techniques, themes, and topics currently being used or developed. It also appears that many of these groups work interdependently and have devised a sophisticated network to advance their objectives. For teachers to ward off these grassroots attacks, three steps should be taken: (1) contractual agreements should be made giving teachers the right to select and use materials relevant and appropriate to their students; (2) teachers and school boards should write rationales for the classroom materials they select and define methods for handling complaints; and (3) entire communities must keep lines of communication open and remain alert for fundamentalist candidates for school boards. A "Selection Rationale for Classroom Materials" form developed by Ellen Brinkley for teachers and a "Citizen's Request for Reconsideration of a Work" form developed for school districts by the National Council of Teachers of English are included. (HB)

ED 355 541

CS 213 746

Pylik, Betty P.

Teaching the Teacher of Writing: Whence and Whither?

Pub Date—Mar 93

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Information Analyses (070)—Historical Materials (060)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, Educational History, English Curriculum, English Instruction, *Freshman Composition, Graduate Students, *Graduate Study, Higher Education, Teaching Assistants, Teaching Methods, Veterans

Identifiers—*English Teachers, *G I Bill, Historical Background

The period immediately following the second World War is important for the history of the preparation of teaching assistants in this country because English instruction changed dramatically due to the enactment of the G. I. Bill in 1944. However, the long-term effect of the Bill on curriculum and pedagogy has not been documented. The G. I. Bill was instituted to make demobilization go smoothly by funding a college education for war veterans. From 1944 through 1954 over 50% of all veterans took advantage of these benefits, swelling enrollments dramatically. Major adjustments to instruction were made during the 1946-1947 year, when the biggest wave of veterans returned. Professors were hurriedly hired and provided with standard curricula. The students were distinguished by their maturity, achievement, and especially, their massive numbers. The freshman composition course, under severe attack from critics, covered the basic triad of writing themes, reading literary selections, and studying a writing handbook. Typically, new teaching assistants were given little and often no training. Numerous personal testimonies bear out this conclusion. Basically, beginning teachers drew on methods used on them over the years. During the 1950s, teacher training began to emerge as a serious discipline, focusing on rhetoric. However, such graduate methods courses emerged slowly. In short, the G. I. Bill generation of teachers, in the end, succeeded in revolutionizing the field of composition studies and the way beginning teachers are trained. (Contains 29

references.) (HB)

ED 355 542 CS 213 747

Bannister, Linda

Three Women Revise: What Morrison, Oates, and Tan Can Teach Our Students about Revision.
 Pub Date—Apr 93

Note—18p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)
 EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Feminism, Higher Education, *Revision (Written Composition), Writing Instruction, *Writing Strategies

Identifiers—Dialogic Communication, Morrison (Toni), *Narrative Text, Oates (Joyce Carol), Tan (Amy), Writing Development

In the act of revision a writer seeks what Joyce Carol Oates calls "points of invisibility": things not in the text that should be and things in the text that should not be. Composing process research on revision has articulated several aspects of the revising process, but study of creative writers' composing habits remains an under-utilized source of advice for student writers. Toni Morrison, Amy Tan and Oates, three writers whose revision stories are particularly convincing, speak of writing and writing practice in ways that composition theorists typically refer to as feminine. All three mention questions and answers, dialog, and connection as a means to discover what they want to say. So heavily do Morrison, Oates, and Tan rely on the dialogic exchange among text, character and reader, that they would perhaps be unable to write without it. The body of feminist theory that points at dialog, "connected knowing," and interrelationship as distinctly female ways of knowing reflects these writers' composing processes and also suggests a model of revision that creates opportunities for student writers to converse with their writing. This conversation-based heuristic asks a writer to read her text as dialog, to conflate writing, reading, and speaking, so that the text becomes newly visible and therefore changeable. Such a heuristic can be applied to a text as a whole, to the characters or ideas that live in that text, or to the text's intended audience. (A sample conversation-based heuristic handout is attached. (Contains 30 references.) (SAM)

ED 355 543 CS 213 748

Peters, William H.

Critical Conditions for Effective Writing Strategies for Language Diverse Learners.

Pub Date—Nov 92

Note—8p; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Cultural Differences, Cultural Pluralism, Ethnic Groups, Higher Education, *Minority Groups, Multicultural Education, Student Needs, Teaching Methods, *Writing Instruction, *Writing Strategies

Identifiers—Cultural Sensitivity, *Language Diversity

A keen understanding of ethnocentricity and the role it might play in classroom instruction may determine whether or not writing strategies for language-diverse learners will be effective. Research indicates that it is the attitudes of teachers toward students that most distinguishes successful teachers from unsuccessful teachers. The first critical condition for effective writing strategies for language-diverse learners is teacher ethnocentricity. The concept of ownership, stressing writing as a means of communication between real persons, is a second critical condition for these learners. Language and cognitive processes are best thought of as cooperative and interactive processes. Thus, teachers should aid students in thinking more during writing activities. A third critical condition for language-diverse writers is establishing a classroom environment that reflects the psychosocial nature of writing, and a fourth condition is a reliance on the concept of collaboration. Since learning is a social process, interaction in peer groups is essential. Finally, a more broadly conceived condition for writing strategies for culturally diverse students involves the practice and use of writing as a tool of learning across the curriculum. In each field, the first four writing strategies should be applied if lan-

guage diverse students are to maximize their potentials as writers. (Contains 20 references.) (HB)

ED 355 544 CS 213 749

Peters, William H.

A Study of Diverse Teaching Approaches to Literature.

Pub Date—Nov 92

Note—32p; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Black Literature, Higher Education, Instructional Effectiveness, *Reader Response, *Reader Text Relationship, Secondary Education, *Teaching Methods, Undergraduate Students, Writing Research

Identifiers—*Aesthetic Reading, *Effortful Reading, Preservice Teachers, Response to Literature

A study examined the effects of aesthetic, effortful, and aesthetic/effortful teaching approaches on 38 English secondary preservice teachers' responses to literature. Three classes received intensive instruction on L. M. Rosenblatt's concept of aesthetic and effortful stances through one semester. However, one class was introduced and responded to four works of Black literature aesthetically, one class responded effortfully, and one class responded aesthetically/effortfully. Subjects were involved in either written or oral activities and rated the stories to indicate their preference. Qualitative investigations of oral and written responses revealed differences in the nature of responses. Analysis of the effect of instructional approach on story rating revealed a significant interaction between teaching approach and text. (A figure of data is included; lists of aesthetic, effortful, and aesthetic/effortful probes for "Roll of Thunder, Hear My Cry" are attached.) (Contains 12 references and a list of the literature cited—4 items.) (Author/RS)

ED 355 545 CS 213 750

Pylik, Betty P.

A Short History of Graduate Preparation of Writing Teachers.

Pub Date—Nov 92

Note—14p; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Opinion Papers (120)—Historical Materials (060)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Faculty, *Educational History, *English Curriculum, English Instruction, Graduate Students, Graduate Study, Higher Education, *Teaching Assistants, *Writing (Composition), Writing Instruction, *Writing Teachers

Identifiers—*English Teachers, Historical Background

The current practice and theory of preparing college teachers of writing can benefit greatly by considering the history of writing teacher education as practiced in this country since at least 1894. Harvard University (Cambridge, Massachusetts) offered the first course for new teachers of writing in 1912, and in the early years of this century, occasional calls for better graduate training programs were made in articles published in "English Journal." However, in the 1940s, 1950s, and the 1960s, few beginning teachers were even given such essential ingredients as course syllabi, office space, or any training for their first course as instructors. By the end of the 1960s, the newly-formed field of composition studies began to develop increasing influence in teacher preparation. But it was in the 1950s that secondary English education was transformed into the triad of language, literature, and composition, a move that ended up greatly affecting the way graduate students were trained to teach. The great wave of war veterans who entered American universities in the late 'forties and 'fifties had sudden impact in how composition was to be taught. The same questions being asked today were addressed during the crucial transition period of the 1950s: questions about methods, curricula, texts, assessment, and management. How teachers in the 'fifties answered these and other questions is instructive to today's professionals, and in fact profoundly changed the field. Further, a new interest in research and the theory of composition studies forever changed the way new instructors were trained. (Contains 21 references.) (HB)

ED 355 546 CS 213 751

Aanderaa, Dag

Prosess og produkt på skjermen: Rettleing i prosessorientert skrivepedagogikk på tekstbehandling (Process and Product on the Screen: Guidelines in Process Writing on Word Processors). Report 10/91.

Telemark Coll. of Education, Notodden (Norway). Centre for Pedagogical Research and Development.

Report No.—ISSN-0802-5363

Pub Date—91

Note—40p.

Language—Norwegian

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Computers, Elementary Secondary Education, Foreign Countries, Free Writing, Poetry, Revision (Written Composition), Student Motivation, *Word Processing, *Writing Instruction

Identifiers—*Norway, *Process Approach (Writing)

The booklet is divided into two parts: theory and method. Theory includes: (1) About corresponding rules for project work and process writing; (2) Introduction to process writing; (3) How to organize the teaching in primary and lower secondary school with only a few computers; (4) What about children who are not familiar with the keyboard?; (5) Training using word processors in the classroom for beginners; (6) Pupils' motivation on writing and attitudes to literacy; (7) How to give pupils writing pleasure, and how to get help of the computer in orthography; (8) How to use a word processor when you want to change the writing style; (9) Writing as help to learn better in all subjects and writing in schools for publishing; (10) The value of using computers for pupils with special needs; and (11) Drama work and the writing process. Method includes: (12) Using word processors in free writing—stream of consciousness; (13) Training paragraphs; (14) Building sentences; (15) Training using synonyms; (16) Changing the writing style of a written text; (17) The class making their own newspaper; (18) Writing to learn; (19) Writing poems on computers; (20) Re-writing—the pupils are writing a story together on the screen, one after the other; and (21) How to organize a project with history, social studies and literacy when you want to use process writing and word processing. (Author/RS)

ED 355 547 CS 213 752

Rosen, Cheryl L. Roth, Kathleen J.

Similarities and Contrasts between Writing during a Writers' Workshop and Writing in Science: Examining the Teacher's Role. Elementary Subjects Center Series No. 94.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 93

Contract—G0087C0226

Note—159p.

Available from—Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$14).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—*Elementary School Science, Elementary School Teachers, Grade 5, Intermediate Grades, Models, *Science Instruction, *Teacher Role, *Writing Instruction, Writing Research, *Writing Workshops

Identifiers—*Writing Contexts, Writing Thinking Relationship

A study investigated what was possible in terms of student learning when a conceptual change model of teaching science and a writers' workshop model of teaching writing were used consistently across time. Similarities and contrasts in the curriculum, learning communities, and teachers' roles when the two instructional models were used (by two different teachers) in a fifth-grade classroom of 22 students were analyzed. Results revealed five broad similarities in the science and writers' workshop curriculum and learning community. The teacher: (1) develops curriculum strands that are interwoven over time; (2) uses writing tasks as learning tools; (3) connects writing tasks to a wider range of learning activities; (4) scaffolds student thinking and participation in the learning community; and (5) creates writing and other tasks that are congruent with the norms of interaction in a learning community.

Seven areas of contrast in the teachers' roles in structuring and carrying out writing activities were found: (1) framing writing tasks to achieve subject matter goals; (2) defining purposes for writing; (3) using writing to meet individual learning needs; (4) choice in writing tasks; (5) developing ownership; (6) audience; and (7) response. Findings suggest that there are ways in which teaching writing and teaching science are distinctive activities with distinctive subject matter goals that require different approaches and different teacher roles, and that the two instructional models are complementary and enable teachers to work toward fostering a learning centered classroom. Six tables of data and two figures are included. (Contains 34 references.) (Author/RS)

ED 355 548 CS 213 753

Rinehammer, Nora

Writing Apprehension and Professional and Non-Professional Writing.

Pub Date—Oct 92

Note—6p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Higher Education, *Journalism, News Media, Professional Training, Student Attitudes, *Writing Apprehension, Writing for Publication, *Writing Instruction

Identifiers—Process Approach (Writing), Professional Writing, Writers Block, Writing Contexts
Newspaper journalists have difficulty experiencing much writing apprehension since fast deadlines makes these writers become comfortable with their raw copy. Such a sense of comfort and confidence are necessary for survival and success in the newspaper business. Writing research shows that writers produce better writing if the topic interests them, and most news writers develop a special field of interest. Beat reporters in the newsroom, for example, are usually assigned according to interest and knowledge. The process of writing, using multiple readers and drafts, does occur in the newsroom. Students, however, can become paralyzed by too many rules, making them unable to express their thoughts. Free writing of thoughts is often practiced by editorial writers. In short, the work habits of journalists, whose jobs forbid writing apprehension, are good examples of how to keep student apprehension to a minimum. (HB)

ED 355 549 CS 213 754

Daisley, Margaret

A Letter to My Mother.

Pub Date—Nov 92

Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
Pub Type—Guides - General (050) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, Student Needs, Student Publications, Teacher Student Relationship, Teaching Assistants, Writing Assignments, *Writing Evaluation, Writing for Publication, *Writing Instruction, *Writing Teachers

Identifiers—University of Massachusetts Amherst, *Writing Development

In a letter to her mother, herself a former English teacher, a teaching assistant details impressions of her first year in the Writing Program at the University of Massachusetts (Amherst). During a semester an instructor gets to know writing students individually in a way that pierces deeply through the veneer of stereotype. The class published seven writing autobiographies, and in many of them students put their feelings right on the line. Jay, who likely had an undiagnosed learning disability, wrote about his frustrations with school, and about how he had to work five times as hard as the average student to get only half as far. Brian wrote about the discovery of his learning disability and the frustrations and relief of coming to know his own strengths and weaknesses. Laurie wrote about drug use in her family and alcohol abuse in school. After seeing other students "get published," Shawn finally finished his paper with his first-hand description of the outbreak of war in Belgrade. As the teacher got to know the flesh-and-blood students behind the "types," the whole class became better acquainted through group activities like peer editing, class discussions, and the published autobiographies. Both for teacher and students, using portfolio grading (not having to evaluate every piece of writing as if it were finished) was

liberating. By the end of the semester, both teacher and students had developed a better understanding of the act of writing and of themselves as writers. (SAM)

ED 355 550 CS 213 755

Mack, Tom

Acquiring a Multicultural Perspective through the Use of Collaborative Pairs.

Pub Date—Apr 93

Note—9p.; Paper presented at the Annual Meeting of the College English Association (24th, Charlotte, NC, April 1-3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Sophomores, *Cooperative Learning, *Cultural Differences, Cultural Pluralism, English Instruction, Higher Education, *Multicultural Education, *United States Literature, Writing Instruction

Identifiers—Cultural Sensitivity, Literary Canon, *Response to Literature

Writing shapes identity, since it explores the core of values and experience that defines the self. The literary canon, once considered sacrosanct, is now being disassembled in response to the many voices that are now recognized to comprise the American experience. Sensitivity to such a multicultural perspective resulted in the design of a sophomore level college survey of American literature that combined group identity with group work. Students from different population groups were paired to examine a common literary text. Ownership was fostered by allowing student choice: choice of partner, group affiliation and text. The project followed a four-part outline: individual response to the text, collaborative critical study, a synthesis done collaboratively, and concluding individual responses to the whole assignment. Initial responses did not always conform to expectations regarding the concerns of each discourse community. Pairs worked together to research the literary work, agreeing on controlling thesis and structure of their survey of the critical opinion. The collaborative synthesis was achieved in a variety of ways by the groups, often highlighting disagreement and thus acknowledging the viability of differing viewpoints. Student reaction ranged from positive to negative feelings toward the collaborative project, demonstrating that the process was not always comfortable for participants. Overall, such projects should aim at fostering an "openness to unassimilated otherness." (HB)

ED 355 551 CS 213 756

Gibson, Sharon S.

Faculty and Student Communities: The Interactive Contexts of Teachers and Learners.

Pub Date—Nov 92

Note—16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, College Faculty, College Students, *Cooperative Learning, *English Instruction, Higher Education, Teacher Attitudes, Teacher Role, *Teacher Student Relationship, Writing Instruction

Identifiers—*Discourse Communities, English Teachers

Writing teachers should draw on their own use of collaborative techniques in attempting to develop similar support systems within the writing classrooms and in the larger university community. Teacher awareness of the problems that faced them in their past attempts at collaboration should inform them concerning their propensity to oversimplify the collaborative process. The opposing forces of language and group process are the forces that make working together a creative activity. The tensions of language and group work might be termed a "dialectics of discourse" because areas of disagreement are essentially areas of new knowledge. The forces of dissensus—the areas of disagreement, confusion, questions and objections—are more productive and creative than consensus in group discourse settings. Language itself consists of opposing forces; likewise, there are vast differences between individual and communal meanings. Any classroom, furthermore, is composed of a wide range of contexts and backgrounds as experienced by participants. Students, like professional scholars, belong to many different overlapping and often conflicting communities. In short, a true representation of a dialectics of dis-

course must presume that it is without beginning or end and all language and community forces are constantly interacting. Committees, for example, often produce their most dazzling results when faced with the most dissensus and conflict. True collaborative work, if it is to be fruitful, is always messy and full of conflict. (Two figures illustrating graphically the concept of a "dialectics of discourse" are attached.) (HB)

ED 355 552 CS 213 757

Campbell, Tim K.

Children's and Teacher's Interaction with the Writing Journal in a Pre-K Classroom.

Pub Date—Nov 92

Note—7p.; Paper presented at the Annual Meeting of the College Reading Association (36th, St. Louis, MO, November 5-8, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Journal Writing, Language Acquisition, Preschool Children, Preschool Education, *Student Journals, Teacher Student Relationship, Writing Attitudes, Writing Research, Young Children

Identifiers—*Beginning Writing, Children's Writing, Emergent Literacy

A study examines teacher's and children's interactions with the use of the writing journal in a pre-k classroom (ages 3 to 4). Eight pre-school children and three teachers in a university lab school were observed twice a week for 1-hour sessions over a 6-month period. The use of the writing journal was a part of the total learning environment which involved a developmental, experience-based curriculum. Data included participant observation, field notes, informal interviews, and writing samples. Five emerging themes considered from the children's perspective were noteworthy: (1) ownership of the writing journal; (2) confusion in the writing; (3) feelings/emotions about writing; (4) hesitancy/questioning; and (5) intrinsic motivation. Two themes from the teacher's perspective were also noteworthy: confusion about the activity of the writing journal; and questions about the efficacy of the writing journal. Findings suggest that both children and teachers have much to gain in literacy and language development in the use of the writing journal. (RS)

ED 355 553 CS 213 758

Stewart, Penny

Cross-Curricular Grading: H. P. Grice's Principle in Every Teacher's Repertoire.

Pub Date—[93]

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Curriculum, *Cooperative Learning, *Grades (Scholastic), *Grading, Higher Education, Holistic Evaluation, Models, Student Evaluation, *Theory Practice Relationship, Writing Instruction

Identifiers—*Grice (H P), Writing Contexts

Teachers often act more like artists, in the sense that they tend to jump back and forth between new trends in pedagogy and theory. Meanwhile, the public, concerned that student evaluation as manifested in grading procedures rests on shaky ground, are losing faith in the credibility of their children's teachers. One way for teachers of all subjects to establish credibility in student evaluation is to rest grading practice on the "Cooperative Principle" theory of H. P. Grice. Grice lists four maxims for his principle as it relates to conversation: quantity, quality, relation and manner. Grice's analysis of speech and ordinary conversation can be easily adapted for use in grading student's written assignments. The maxims are internally recognized by members of a culture as essential to successful communication, and writing can be clearly judged and critiqued according to Grice's model. Early in a semester, the teacher should introduce the students to Grice's concepts, so that they begin by knowing how their writing will be evaluated. These principles can also be easily transposed across the curriculum into other academic fields. In short, teachers concerned with writing can easily utilize Grice's model as a means of exploiting what they already know and internally understand about everyday conversation. (HB)

ED 355 554 CS 213 759

Ediger, Marlow

Poetry in the Middle School.

Pub Date—[93]

Note—5p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Writing, English Instruction, Grade 6, Intermediate Grades, Junior High Schools, *Literature Appreciation, *Poetry, Units of Study

Identifiers—Middle School Students, Writing Development

Pupils may well enjoy studying and writing poetry if quality methods of teaching are used. A student teacher taught a unit of study on the writing of poetry to a class of sixth grade pupils who had previously shown no interest in poetry. Active involvement by learners was stressed throughout the unit. Student interest was piqued with a bulletin board of four poems and samples of their poems, oral reading of several poems by Robert Louis Stevenson by the student teacher, an active discussion on his life, and the student teacher's recitation from memory of his poem "My Shadow." Two students volunteered to memorize the poem and recited it the next day, with other students drawing pictures of their responses as they listened. Students indicated an interest in writing rhymed verse, so the class studied and wrote quatrains. One class member's mother, a published poet, came to class and spoke. Thus, students experienced a rich, exciting unit on poetry. (SR)

ED 355 555

CS 213 760

Perham, Andrea J.

Collaborative Journals: A Forum for Encouragement and Exploration.

Pub Date—23 Nov 92

Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Learning, Higher Education, *Journal Writing, Romanticism, Student Journals, Student Reaction, Teacher Student Relationship, Undergraduate Students

Identifiers—Academic Discourse Communities, Johnson State College VT, Response to Literature, Writing to Learn

In an introductory-level Romantic Poetry course, a loose-leaf notebook is kept on reserve in the library to serve as a classbook or collaborative journal in which all class members (including the teacher) write comments as the semester progresses. Entries are dated and addressed to individuals or to the class as a whole. Informal entries allow students to enter the literature in their own voice, with their ignorance showing and their naivete intact. Classbook entries reveal peers' praise and support of each other, students' willingness to see themselves as a community of learners, evaluative responses to class material and presentations, and the level at which students are grasping the literature. Classbooks differ from dialogue journals because they offer the opportunity for a third, fourth, or fifth person to enter into the exchange of responses. Classbooks extend the discourse community and expand the critical context for a course. Anyone may comment at any time; comments may be made about comments, and as the discourse evolves and inevitably changes in emphasis, authority is dispersed to the point that issues can be addressed and disagreements voiced without any person's taking offense. The classbook reveals not only what students come to know (and what they do not), but also what facts, concepts, and theories they return to and make integral to their reading, thinking and writing. (SAM)

ED 355 556

CS 213 762

DeFuria, Rosanna

Characteristics of Student Performance as Factors in Portfolio Assessment. Report Series 3.8.

National Research Center on Literature Teaching

and Learning, Albany, NY.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Pub Date—93

Contract—R117G10015

Note—21p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Learning Processes, Literature, *Portfolios (Background Materials), Secondary Education, Secondary School Students, Student Characteristics, *Student Evaluation, *Student Improvement, Teacher Student Relationship, Writing Evaluation

Identifiers—*Alternative Assessment

Portfolio assessment can be different in kind from traditional assessment measures: it can provide a fuller picture of the learner; it can be much more than an expanded grade book; but the criteria and language for evaluating and describing the portfolio must be different from those used for evaluating individual products. To describe the fuller picture of habitual performance that is the function of portfolios, it is useful to consider five factors: range, flexibility, connections, conventions, and independence. The concept of range includes the dimensions of breadth and depth and can only be assessed through multiple observations. Flexibility refers to how students read, write, and perform. The ability to make connections is the single most important factor in assessing the language competence of an individual. The concept of conventions is integral to the ability to make connections. Independence is a problematic term in the present context of educational discussion. Questions asked by teachers in reviewing portfolios for evidence of student progress should be raised with students during conferences and not used as a checklist to identify deficiencies. (Contains 20 references.) (RS)

ED 355 557

CS 213 767

Morenberg, Max

"Come Back to the Text Ag'in, Huck Honey!"

Pub Date—23 Nov 92

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Process Education, *Sentence Combining, Sentence Structure, Writing (Composition), Writing Exercises, Writing Improvement, *Writing Instruction, Writing Teachers

Identifiers—Ohio Writing Project, Process Approach (Writing), Text Factors

Has the new emphasis on process versus product led instructors to teach that the writing process is everything and the product, the finished paper, of no import? This is a lesson that not even the most orthodox believer in writing process methodology would support. The process and the product are, in fact, mutually linked, rather than mutually exclusive. Many teachers embraced "process pedagogy" partly because it freed them of the necessity of teaching grammar. And, the sort of traditional grammar teaching generally associated with instruction in composition has never been shown to improve student writing. With sentence combining, however, instructors can use grammar to teach writing. Sentence combining exercises enable students to learn about the problems a writer might face in manipulating text and at the same time learn about the process a writer goes through in creating text. Studies show that practice with sentence combining makes students better writers. Such an exercise can even be used without reference to any grammatical terminology in a process oriented class. It should be possible to bring together lessons about grammar and literature, process and product, and more consistently use the relationship between reading and writing to make students aware of how sentences in literature work and then ask them to create similar sentences in their own writing. Echoing Jim, teachers who believe in this possibility can call out to teachers swimming in the dangerous currents of thinking about process versus product, "Come back to the text ag'in, Huck Honey." (SAM)

ED 355 558

CS 508 042

Swanson, Georgia

Broadening the Horizons: Organizational Communication in the Real World.

Pub Date—31 Oct 92

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Activities, *Cultural Differences, Higher Education, *Multicultural Education, *Organizational Communication, Student Needs, Teacher Administrator Relationship, Teaching Methods

Identifiers—Baldwin Wallace College OH, *Curriculum Emphases, Organizational Culture

Working in the microcosm of an individual class, organizational communication instructors can broaden the student's horizon by starting with what are local types of diversity and then expanding the classroom understanding to include the larger world where that student is going to live and work. Speech communication teachers/scholars have seen changes coming in the emphases needed in all communication course work. In order for more and more curricula to include multicultural communication, higher education's senior management must be in the forefront of implementing multicultural programs on campuses. Instructors need to acknowledge that although senior management of institutions of higher education may need to be convinced of the need for multicultural education, instructors can begin the process within classrooms while they also work to convince others. Baldwin-Wallace College, a 5,000-student comprehensive college with old and deep roots in the traditional liberal arts approach, is attempting to broaden horizons in several ways, with college-wide special events programs, course assignments, and projects. Unless the student of organizational communication is aware that different and competing interpretations of the organizational life are operating, the student is likely to enter the organizational world looking for a singular organizational life when there is none. Demographics alone belie such an impression. (Contains 18 references.) (RS)

ED 355 559

CS 508 057

Decker, Warren D.

The Senior Seminar in Communication Theory as an Assessment Instrument.

Pub Date—Oct 92

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Outcomes Assessment, College Seniors, *Course Content, Course Descriptions, *Course Organization, Higher Education, Seminars, *Speech Communication, *Student Evaluation

Identifiers—Communication Behavior, George Mason University VA

The Senior Seminar in Communication Theory at George Mason University was originally designed to provide graduating seniors with an opportunity to study a variety of communication theories from all areas of the discipline. More recently it has also been used as a "capstone" course to assess student outcomes, allowing faculty to observe a number of behaviors which each communication graduate should exhibit. Student outcomes are assessed via a number of assignments which are designed to allow the evaluation of a wide range of cognitive information and communication skills. Each student is required to work within a group and prepare a seminar report on a specific theory. The class has a midterm and a final examination, each containing 10 questions. Many of the questions require both application and critical analysis of theory, as well as a synthesis of information. Class participation accounts for 10% of the grade. Final individual papers describe a selected theory, criticize it, and indicate a setting to which it can be applied. Students must obtain a grade of "C" or better in this course in order to graduate. (An appendix contains the seminar report evaluation form.) (SR)

ED 355 560

CS 508 083

Hartley, Karen C.

Socialization by Way of Symbolic Interactionism and Culture Theory: A Communication Perspective.

Pub Date—1 Nov 92

Note—30p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, Models, *Organizational Communication, *Socialization Identifiers—*Culture Theory, Organizational Culture, Research Suggestions, *Symbolic Interactionism

While not presuming to present a model of organizational socialization that is complete and totally

accurate, this paper examines organizational socialization in a new way through the lenses of symbolic interactionism and culture theory. The first section of the paper describes the basic tenets of symbolic interactionism and how these have been applied to organizational studies. The second section of the paper outlines culture theory and describes how it has been used as a theoretical, but not practical, base for socialization. The third section looks at the variables and outcomes of socialization, and how these can be seen in a new light through symbolic interactionism and culture theory. The final section proposes a model of the interaction between these three theoretical areas, suggests directions for further research, and proposes nine communication research questions which could be investigated. A figure presenting a model of the socialization of managers and three tables listing the components of culture, kinds of socialization, and outcomes of socialization are included. (Contains 99 references.) (RS)

ED 355 561 CS 508 087

Lane, Shelley D.

The Speech-Communication Professor at the Community College: Reaching Out to At-Risk Students to Achieve Academic Success.

Pub Date—Oct 92

Note—33p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, *Community Colleges, Higher Education, *High Risk Students, *Speech Communication, Student Motivation, Student Needs, *Teacher Behavior, *Teacher Student Relationship

Identifiers—Educational Issues

Community college students can be characterized by factors that typically relate to students at-risk. On the whole, community college students are members of minority groups, older, attend school on a part-time basis, have taken on family responsibilities, and are less well-prepared than students in four-year colleges and universities. Although most community colleges utilize special programs and courses designed to reach at-risk students, it is the professor who plays the pivotal role in helping at-risk students achieve academic success. Community college professors in general, and speech communication professors in particular, can reach out to at-risk students in a variety of ways. Inside the classroom, they can provide relevance and structure in their everyday lessons. They can also involve students in the learning process, communicate the benefits of successful completion of coursework, and motivate students to achieve. Additionally, community college professors must communicate caring and concern for students, and they can encourage students to succeed by implementing educational support strategies. Outside the classroom, speech communication professors can reach out to at-risk students by interacting with them during office hours, by engaging in special activities, and when participating in student advising sessions. (Nineteen references are included.) (Author/SR)

ED 355 562 CS 508 089

Swartz, Valerie R.

Using Feminist Thinking in the Classroom: Discovering New Ways of Knowing.

Pub Date—31 Oct 92

Note—11p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Cultural Context, *Epistemology, *Feminism, Higher Education, Material Culture, *Popular Culture, Public Speaking, Speech Curriculum, *Speech Instruction, Undergraduate Students

To understand the myths and assumptions upon which most people's knowledge of themselves is constructed, there must first be a way to identify them that releases the individual from their control. Thus, a new way of knowing is needed. A new way of knowing requires a new means of interpreting, which stems from a discovery of assumptions and a re-examination or "re-visioning" of those assumptions. The study of gender roles and their cultural prescriptions provides fertile ground for this re-visioning process.

A false feminine vision has imposed an impossible standard by which American women are asked to judge themselves. According to the writer Susan Faludi, this false feminine vision has proven very disturbing, and its consequences make a fresh examination necessary. Students should be exposed to the findings of researchers who challenge such feminist backlash myths as male shortages, the infertility epidemic, female depression, daycare crises, and the plight of misfit single women, and should be given opportunities for inquiry, discovery, analysis, and re-vision of culturally mandated myths. A time capsule project asking students to explore popular culture's notions of gender roles across many decades would engage students in all of these processes. For this project, student groups are assigned a decade for which they must prepare a time capsule that represents the gender roles dictated by the popular culture of that decade. After the project is prepared, the groups must try to answer certain critical questions about the capsule, focusing on the nature of the myths and assumptions represented. Through projects like this, a new way of knowing within an explicitly feminist perspective can be achieved in the classroom. (Fourteen footnotes are included.) (HB)

ED 355 563 CS 508 090

Jensen, Karla Kay And Others

Evaluation of Student Speeches: A Content Analysis of Written Feedback.

Pub Date—8 Mar 93

Note—24p; Revised version of a paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Content Analysis, *Feedback, Higher Education, Sex Differences, *Speech Communication, *Student Evaluation, *Teacher Response, Undergraduate Students

Identifiers—Speech Communication Education

A study examined the relative effectiveness of written feedback of student speeches. Subjects, 114 students from a large, midwestern university enrolled in 10 sections of the basic communication course, supplied a photocopy of a speech evaluation form which included written comments as well as an overall speech grade for the third speech of the semester. A total of 2,933 comments on 114 evaluation forms were coded for 4 dimensions. Results indicated that: (1) positive comments were more prevalent than negative remarks; (2) there was a direct relationship between positive written feedback and grades; and (3) evaluation forms contained significantly more written comments directed toward content (63%) than those directed toward delivery (28%), outlines, bibliographies and time constraints (6%), or general comments (3%); (4) evaluations tended to have significantly more multi-word comments than single-word comments; and (5) there was no significant difference regarding gender and observation valence. One table presenting operational definitions and 2 tables of data are included. (Contains 27 references.) (RS)

ED 355 564 CS 508 091

Friedman, Madeleine

Replacing Academic Apathy with the Joy of Learning through an Intrinsic, Integrated Language Approach for Middle School Students.

Pub Date—93

Note—197p; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Attitude Change, *Holistic Approach, *Inservice Teacher Education, *Integrated Activities, Interpersonal Communication, Junior High Schools, Middle Schools, Student Attitudes, *Student Motivation, *Teacher Attitudes

Identifiers—*Middle School Students, Networking This practicum was designed to reduce student apathy toward learning through the presentation of workshops and the conducting of collegial networking sessions in an effort to give teachers a broad base of strategies and interdisciplinary approaches that were intrinsically motivating to students. Four training workshops were designed and implemented; 10 collegial networking sessions were planned and conducted; all participating students and teachers were surveyed before and after practicum implementation; data were collected on stu-

dent behavior, achievement, and teacher strategy use; and three booklets of strategies for participating teachers were developed and distributed. Analysis of student grades, teacher checklists, and student questionnaires indicated that the workshops and strategies did not seem to produce an immediate improvement in students' attitudes toward academic tasks. However, incidents of referrals and suspensions of participating students showed a favorable decline, tentatively suggesting a degree of positive change. Unexpected outcomes of increased collegial cohesion, professional confidence, and the creation of two informal teaching alliances based upon the tenets of this practicum offered a strong base for the long-term implementation of a more intrinsically motivating approach to teaching and learning at this school. (Two figures and eight tables of data are included. Appendices contain school goals, lesson outline, strategies, checklist, response matrix, student questionnaire, flier, handouts, and closing interview form.) (Author/SR)

ED 355 565 CS 508 092

Correll, Lori J.

The Relationship between Cognitive Style and Communication Style in the Secondary School Context.

Pub Date—Oct 92

Note—40p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Style, Communication Research, Secondary Education, Secondary School Students, Secondary School Teachers, *Student Evaluation, *Teacher Evaluation, *Teacher Student Relationship

Identifiers—Colorado (Denver), Communication Behavior, *Communication Styles

A study investigated the relationship of communication style and cognitive style in the secondary school context. Eighty-seven secondary teachers from 4 high schools in suburban Denver (Colorado) and 86 of their students completed cognitive and communication style instruments as well as evaluations of one another. Results found: (1) an association between cognitive and communication style for the student sample; (2) a positive correlation between the cognitive style "concrete sequential" for teachers and student evaluation of teachers; (3) a main effect of students' communication style on teacher evaluation of students; and (4) a significant main effect of cognitive style match on student evaluation of teachers. Supplementary analyses revealed a relationship between student evaluation of teacher and teacher evaluation of student. (Contains 98 references.) (Author/SR)

ED 355 566 CS 508 093

Traditional Literature-Folktales, Fairy Tales & Myths. Advisory List of Instructional Media.

North Carolina State Dept. of Public Instruction, Raleigh. Media Evaluation Services.

Pub Date—Jun 92

Note—16p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, *Fairy Tales, *Folk Culture, *Instructional Materials, *Mythology, Preschool Education, *Reading Materials, Reading Material Selection

Identifiers—Folktales

This annotated bibliography lists recommended books and other instructional media dealing with folktales, fairy tales, and myths for use in preschool, elementary, and secondary education. The list is divided into four grade-oriented divisions. The first section, aimed at prekindergarten through third grade, offers annotations of 44 books, lists 30 books which have received favorable reviews in other sources, and offers annotations of 3 books presented in other media (such as videocassettes, cassette tapes, and films). The second section deals with grades 4-8, and presents 29 book annotations, lists 8 books reviewed in other sources, and offers 1 annotation of other media. The third section deals with grades 9-12, and offers five book annotations. A fourth section for professionals presents annotations of two books, both folktale collections. A 43-item directory of publishers' addresses concludes the bibliography. (SR)

ED 355 567

CS 508 095

Langin, Richard L.
Capta versus Data: Method and Evidence in Communication.

Pub Date—3 Feb 93

Note—32p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Communication (Thought Transfer), *Discourse Analysis, Elementary Education, *Ethnography, Foreign Countries, Language Research, Phenomenology, *Research Methodology

Identifiers—*Communication Context, USSR (Kirgizia), USSR (Uzbekistan)

Arguing that all language is communication, but very little communication is language, this paper explores questions of method and evidence in the human science practice of communication. The first part of the paper analyzes the dialectical question of methodology in which method as procedure is implicated with thought (logos) as judgment per se, i.e., a system outside the observer. The paper then examines the issue of what is manifest in appearance, that is, the dialectic relation of what is thought (data) and what is lived (capta) as the experience of consciousness. To illustrate the analysis, the paper uses a classic research report in the history of cognitive development, namely, A. R. Luria's ethnographic (not ethnomethodological) use of evidence from discourse practice gathered in a 1931-1932 study in Uzbekistan and Kirgizia in the Soviet Union. The paper also uses another ethnographic instrument, namely, a picture puzzle widely distributed in the United States to parents for purposes of assessing their children's cognitive development through linguistic meaning. A figure representing the comparative research procedure involving the order of experience and the order of analysis, and a figure of the "Giggles 'n Games" exemplar are included. (Contains 19 references.) (RS)

ED 355 568

CS 508 096

Mahoney, Timothy W.
Judge Intervention: Solutions to an Age Old Dilemma.

Pub Date—Oct 92

Note—11p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Debate Format, Higher Education, *Intervention, *Judges, Language Usage, Learning Activities, Undergraduate Students

Identifiers—Cross Examination Debate Association, *Debate Tournaments

Intervention by judges in CEDA (Cross Examination Debate Association) debates is inappropriate: critics should not strive to impose their views on debates. It is important to consider the ramifications of judge intervention due to the recent increase in critics who impose their paradigm on the debate participants. Two very recent trends are particularly disturbing: language use intervention; and judges who allow debaters to converse with them and add arguments that the critic may not have followed or does not remember. One possible alternative is ballot or oral criticism that does not affect speaker points. A second solution is an increase in the use of mutual preference judge assignments. A more radical solution is that of participant consensus. Even if these solutions do not appeal to a majority of coaches, judges, and debaters, it would seem obvious that judge intervention needs to be stopped to increase the educational value of competitive debate. (RS)

ED 355 569

CS 508 097

Marshall, Brenda DeVore
Reestablishing Speech Communication as a Legitimate Academic Program in a Liberal Arts College.

Pub Date—1 Nov 91

Note—19p; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Degree Requirements, *Depart-

ments, Educational Trends, Higher Education, *Intellectual Disciplines, Liberal Arts, Majors (Students), Program Descriptions, *Speech Communication

Identifiers—*Linfield College OR

In the spring of 1987, the decision was made to discontinue the degree in speech communication (but retain the course offerings) within the department of communications at Linfield College, McMinnville, Oregon. A recently hired faculty member adopted nine strategies in an attempt to reestablish the degree program in speech communication. Actions taken as a result of those strategies included the following: (1) the status of the discipline within the department was improved; (2) the history of the program was investigated; (3) the decision was made to first attempt the reinstatement of the minor in speech communication; (4) members of the department in other disciplines (theater and mass communications) were persuaded, using informal dialogues, that human communication provides the link among the disciplines and that the speech communication program is central to the endeavors of the department; and (5) a formal proposal to reinstate the minor in speech communication was presented to the faculty near the end of the 1990 fall semester and to the college curriculum committee at the beginning of the fall 1991 semester. The proposal included a brief history of rhetoric, evidence supporting the need for education in speech communication from qualified sources outside the discipline; and brief descriptions of the range of issues studied within the discipline. On October 16, the curriculum committee formally approved the reinstatement of the minor in speech communication; final approval by the Faculty Assembly is pending. The process of gaining support for the reestablishment of speech communication suggests that those involved in the discipline need to do a better job of justifying their existence to the non-communication and non-academic worlds. (The proposal for reinstatement of the minor in speech communication is attached.) (RS)

ED 355 570

CS 508 098

Langin, Richard L.
Roman Jakobson's Semiotic Theory of Communication. [Revised.]

Pub Date—19 Nov 91

Note—10p; Revised version of a paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), Information Theory, *Language Role, Models, *Semiotics

Identifiers—Discourse, *Jakobson (Roman)

For most of the 20th century, Roman Jakobson's name will have been synonymous with the definition of communication as a human science, i.e., communication. Jakobson is the modern source of most of what communication scholars theorize about and practice as human communication, and he will be the source of how communication scholars shall come to understand communication in the future as the theoretical and applied use of semiotic principles of epistemology. Roman Jakobson alone offers a theory of communication (derived from Jakobson's immediate correction in 1950, on linguistic and semiotic grounds, of an ill-fated information theory) grounded in the study of human language as Aristotle's trivium of an integrated practice of thought, speech, and inscription, i.e., logic, rhetoric, and grammar, all of which are explicated by a semiotic understanding of what it means to be human. Analysis of Jakobson's model of communication indicates that it is inherently semiotic in origin, rather than linguistic as he himself believed. (A figure representing aspects of communication theory and information theory is attached.) (RS)

ED 355 571

CS 508 101

Thompson, Philip A.
An Episode of Flaming: A Creative Narrative.

Pub Date—30 Oct 92

Note—10p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, Creative

Writing, *Electronic Mail, Higher Education, Reader Text Relationship, *Scholarship
 Identifiers—*Communication Behavior, Computer Mediated Communication, *Flaming (Computer Mediated Communication), Interpretive Research, Narrative Text, Scholarly Writing, Writing Contexts

In this paper, a creative narrative is used to illustrate an episode of flaming (defined as the fervent exchange of messages personally attacking or expressing defensiveness on computer-mediated communication networks) in an electronic mail exchange among a small group of communication scholars. The narrative allows for the presentation of an argument that operates on four levels of significance. It can be read as: (1) an account of an episode of flaming, in which the focus of meaning creation is the transcription of electronic mail messages; (2) a story, with plot, scene, and characters, in which the focus of meaning creation is the narration of social action; (3) a work of interpretive research, in which the focus of meaning creation is the careful analysis and thoughtful engagement of the literature; and (4) an argument for a broader view of scholarship, in which the focus of meaning creation is the effort to position the narrative as a work of legitimate intellectual engagement. Nineteen footnotes are included. (Contains 32 references.) (RS)

ED 355 572

CS 508 102

Thompson, Philip A.
A Social Influence Model of Flaming in Computer-Mediated Communication.

Pub Date—Feb 93

Note—9p; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, Definitions, *Electronic Mail, Higher Education, Interpersonal Communication, Models, *Social Influences

Identifiers—*Communication Behavior, Computer Mediated Communication, *Flaming (Computer Mediated Communication)

This paper explores the phenomenon of "flaming," which has been typically cited as an antisocial effect of computer-mediated communication. The paper discusses the diverse range of conceptual and operational definitions of flaming found in the literature. The paper offers a four-point critique of previous theoretical explanations of flaming, and suggests an alternative definition of flaming, which asserts both a behavioral and interpretive dimension to flaming. Drawing from the work of J. Fulk, J. Schmitt, and C. W. Steinfield, the paper then develops a social influence model of flaming that provides a more flexible and powerful approach than previous theories, while yielding potentially useful insights to guide future research. A figure representing the model is included. (Contains 56 references.) (RS)

ED 355 573

CS 508 103

VanSnyder, Jan M.
Storytelling Made Easy with Puppets.

Report No.—ISBN-0-89774-732-1

Pub Date—93

Note—360p.

Available from—Oryx Press, 4041 N. Central at Indian School Road, Phoenix, AZ 85012-3397 (\$24.95).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Children's Literature, Class Activities, Early Childhood Education, *Literature Appreciation, *Puppetry, Scripts, *Story Telling, Young Children

Identifiers—Trade Books

Useful to both beginning and experienced puppeteers and storytellers, this book provides step-by-step instructions for people who want to use puppets with familiar literature for children ages 2 to 8. The first section of the book (which introduces concepts basic to puppetry) contains 24 scripts with complete directions for successful activities that use puppets to bring literature to life. The second section features seven simple puppet activities children can do individually and in groups. The third section gives more information on puppetry and storytelling for people who have used some of the scripts and want to know and do more. A bibliography of chil-

dren's books selected for their effectiveness in story-telling presentations is also included. (RS)

ED 355 574

CS 508 105

Tallant, Carole

Telling With, Not Telling To: Interactive Storytelling and At-Risk Children.

Pub Date—Nov 92

Note—8p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Audience Participation, College Students, Course Descriptions, Elementary School Students, Higher Education, *High Risk Students, Instructional Innovation, Preschool Children, Preschool Education, Primary Education, School Community Relationship, Self Esteem, *Story Telling

Identifiers—University of North Carolina Wilmington

Although the value of reading to children has been well established, the merit of storytelling has only recently been recognized as a powerful means of developing language skills, self-concept, and self-esteem in children. Interactive, or participative storytelling, enables participants to tap into their creativity, enhance their powers of memory, develop their listening and language skills, and reduce their inhibitions about expressing ideas in public. A teacher at the University of North Carolina at Wilmington launched a 1-hour course designed to take small groups of college age storytellers out into the community to tell stories to preschoolers, kindergartners, and first graders. The course was originally conceived as a non-competitive analogue to the forensics program that students could repeat a maximum of eight times. In the early stages of the program, the participants relied heavily on contemporary stories and lesser known traditional tales. During the course of the year, the approach became more interactive: the student storytellers began to "let go" and "give over" the stories to their audiences as they relaxed and became more familiar with their stories and their audiences. Many more activities specifically geared to at-risk children are being included in later stages of the program. Participatory storytelling, especially when involving personal narrative, is beneficial to all children, whether they are at-risk or not. (Contains 22 references.) (RS)

ED 355 575

CS 508 106

Gutenko, Gregory

Monkeycam See-Monkeycam Do: Considering Reflexive Aesthetics in the Teaching of Film and Video Production.

Pub Date—4 Jun 92

Note—13p; Paper presented at the Annual Meeting of the Canadian Communications Association (Charlottetown, Prince Edward Island, Canada, June 4-5, 1992).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Advertising, Commercial Art, Eye Movements, *Film Study, Higher Education, Photography, Popular Culture, *Production Techniques, *Television, Television Commercials, Videotape Recordings

Identifiers—Aesthetics, Media Imagery, Music Videos, *Postmodernism

While in some respects it has never been easier to teach film and video production, in other respects it has never been more difficult and beset with inconsistencies. For instance, pervasive advertising products of the video networks (i.e., epic scale commercials and music videos) frequently engage in the anarchy of postmodern excess, making it hard to formulate an objective critique of work that superficially appears to be violating hallowed rules out of radical spite. How can a critique be developed for the use of such imaging variables as black and white versus color, gain boosted CCD grain versus a low noise signal, Steadicam versus "shaky cam"? The latter term, derived from one of many television production technique parodies featured on "Late Night with David Letterman," has been referred to as "the film school look," "watering the lawn," and "monkeycam." The difficulty in distinguishing good from bad shaky cam inhibits its usefulness for teaching purposes. Whereas the experienced camera user develops a sense of composition in accordance with established guidelines (the rule of thirds, leading the

subject, and the balancing of mass) guidelines for shaky cam have yet to be developed. The destabilizing effect of the technique disrupts the ordinarily purposeful movement of the viewer's eye to produce specific emotional responses. A consideration of the fundamental characteristics of perceptual and cognitive processes can perhaps support rules that allow evaluation of good and bad shaky cam. It is even possible to opine why, at this time, there is monkeycam—but not how much longer it has to be endured. (SAM)

ED 355 576

CS 508 108

Neelands, Jonathan And Others

Writing in Imagined Contexts: Research into Drama-Influenced Writing. No. 202.

Toronto Board of Education (Ontario). Research Dept.

Report No.—ISBN-0-88881-221-3; ISSN-0316-8786

Pub Date—Feb 93

Note—77p.

Available from—Toronto Board of Education, Research Department, 155 College Street, Toronto, Ontario, Canada M5T 1P6 (\$5).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adolescents, *Drama, Foreign Countries, Instructional Effectiveness, Naturalistic Observation, Secondary Education, *Writing (Composition), Writing Attitudes, Writing Research

Identifiers—Toronto Board of Education ON, *Writing Contexts, *Writing Development

A study explored the effect of drama on the writing development of adolescents in four Toronto (Canada) schools over a 6-month period using a naturalistic observation methodology. The range of schools and student groupings included: a grade 10 drama class in a collegiate institute; a grade 12/O.A.C. drama class in a technical-commercial school; and two grade 8 classes. Teachers were encouraged to plan opportunities for student writing as an intrinsic element in the students' drama work, and to focus on writing assignments and topics integral to the development of a drama theme. Data included teacher and student journals; video and audio recordings of classroom work; and video and audio recordings of post-work interviews including students and teachers. Results indicated that: (1) there was a small but significant increase in students' already fairly positive writing attitudes; (2) students at all levels of ability responded positively to the relationship between drama and writing; (3) a majority of students agreed that integrated writing and drama were mutually reinforcing; (4) the drama and writing activities provided many students with enhanced empathy and understanding for a broad range of people; and (5) student writing tended to concentrate on personal and reflective writing. Findings suggest a very high degree of articulateness and awareness of the processes of learning and teaching among the teachers and students involved. Two tables of data are included. (Contains 74 references.) (RS)

ED 355 577

CS 508 110

Lanham, Marion L.

Encouraging Shared Identity: USAir's Message to Employees.

Pub Date—[92]

Note—42p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Communication Research, Discourse Analysis, *Employer Employee Relationship, *Organizational Communication, Rhetorical Criticism

Identifiers—Company Newspapers, Employer Role, *Organizational Culture, Rhetorical Stance, *Rhetorical Strategies, USAir

Noting that the encouragement of employee commitment to the organization is a top-priority item across much of corporate America, this paper focuses on numerous rhetorical employee identification strategies utilized by USAir, one of America's largest airlines. After a brief synopsis of the history of USAir, the paper first reports on an examination of the company's employee newsletter between December 1986 and January 1992 to collect data. The paper then analyzes the rhetoric used in the newspaper to encourage employee identification, in particular, and by implication, their commitment. The paper pinpoints the rhetorical strategies of (1) antithesis, (2) the family metaphor, (3) the transcendental "we," and (4) common ground—all found in

the writing printed in the employee newspaper—and discusses these strategies in detail. The paper concludes that the study is a rich source of material for teaching and instruction in many aspects of communication (including business and professional speaking and organization communication), and also that the research is germane for any course dealing with communication theory and rhetorical analysis. A repeated theme of the paper is that identification with targets, such as workplace organizations, is natural and highly functional for both employees and their companies. (NKA)

ED 355 578

CS 508 111

Cohen, Marlene C.

Benefits on a Budget: Addressing Adjunct Needs.

Pub Date—Nov 92

Note—7p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992). Best available copy.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adjunct Faculty, Community Colleges, *Faculty College Relationship, Faculty Development, Faculty Handbooks, Questionnaires, Surveys, Two Year Colleges

Identifiers—Focus Groups Approach, Prince Georges Community College MD, Professional Concerns

When part-time or adjunct faculty have been on the same campus for 10 years or when they teach several sections per semester, they are not rendering partial service. All institutions of higher education owe much of their success to these adjunct instructors who can provide students with experience that links education to the workplace and make up 63% of community college faculty nationwide. A questionnaire administered to 149 adjunct faculty members at Prince George's Community College in Maryland revealed that personal satisfaction and acquiring teaching experience for career purposes were their primary reasons for doing adjunct teaching. The questionnaire, and subsequent focus group sessions, also revealed that adjunct faculty feel the need for a greater sense of belonging to the institution and for a better orientation to the campus and college policies. Changes were instituted in 1990-91 following the survey recommendations: (1) increase pay based on longevity; (2) list names and provide appropriate educational title of adjunct instructors who have taught 24 hours or more in the college catalog; (3) uniformly use the title "adjunct," not "part-time;" (4) hold new faculty orientation sessions each semester; (5) offer more faculty workshops; (6) create an adjunct faculty handbook; (7) annually honor a nominated and selected outstanding adjunct faculty member. (SAM)

ED 355 579

CS 508 113

Mcomber, James B.

An Annotated Bibliography on the Rhetoric of Inquiry.

Speech Communication Association, Annandale, Va.

Pub Date—Apr 90

Note—7p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Case Studies, Discourse Analysis, Higher Education, *Inquiry, *Rhetoric

Identifiers—*Academic Discourse, *Academic Discourse Communities, Rhetorical Strategies

This 40-item annotated bibliography is intended to introduce speech communication educators to some of the principal resources and case studies in the rhetoric of inquiry. The first two sections of the bibliography include works that explore the rhetoric of inquiry specifically. The following three sections cite theoretical works that have played a role in the development of the field. The final two sections of the bibliography deal with analyses of the discourse of entire academic fields and with case studies of specific academic discourses. The books and journal articles in the bibliography were published between 1968 and 1989. (RS)

ED 355 580

CS 508 114

Tedford, Thomas L.

Censorship of Sexual Materials: A Selected, Annotated Basic Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—May 90

Note—4p.; For the earlier edition, see ED 289 202. Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Censorship, Freedom of Speech, Higher Education, Intellectual Freedom, Intellectual History, *Obscenity, *Pornography, *Sexuality, Social Control, Speech Communication

Identifiers—Controversial Materials

Updating a 1984 publication, this bibliography lists and briefly annotates 35 selected books (published from 1957 to 1987) about the censorship of sexual materials from ancient times to the present. A list of five reference sources is included for those who wish to add materials from periodicals. (SR)

ED 355 581 CS 508 115

Beebe, Steven A. Webb, Marsha Short

Cohesiveness and Interpersonal Attraction: A Selected, Annotated Basic Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Jun 90

Note—5p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Classroom Communication, *Communication Research, *Group Dynamics, Higher Education, *Interpersonal Attraction, *Interpersonal Communication, Secondary Education

Identifiers—Family Communication, Small Group Communication

This 43-item selected, annotated bibliography on cohesiveness and interpersonal attraction includes books, journal articles and conference papers published between 1953 and 1990. The bibliography is in two parts. The first part consists of key sources, most of which have extensive bibliographies or lists of references. The second part consists of representative research on factors related to cohesiveness or interpersonal attraction. (RS)

ED 355 582 CS 508 116

Demo, Penny Hurteau, Frank

Public Relations: Selected, Annotated Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Aug 90

Note—5p.; For an earlier edition, see ED 289 215. Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Communication Research, Higher Education, *Mass Media, Organizational Communication, Publicity, *Public Relations, *Speech Communication

Identifiers—*Professional Concerns, Public Awareness, Public Discourse

This annotated bibliography lists recent Educational Resources Information Center (ERIC) documents (that is, documents published between 1984-1989) related to the areas of public relations and speech communications. The 34 citations include brief statements of the contents of the documents, all of which are listed in the monthly publication "Resources in Education" and are available through the ERIC Document Reproduction Service. (HB)

ED 355 583 CS 508 117

Merriam, Allen H.

Communication in the Middle East: A Basic Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Aug 90

Note—4p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), Foreign Countries, Higher Education, Islamic Culture, Mass Media Role

Identifiers—Communication Context, *Communication Strategies, Iran, Israel, Media Coverage, *Middle East, Rhetorical Strategies

This 48-item bibliography on communication in the Middle East includes books and journal articles published between 1951 and 1990. The bibliography includes materials dealing with Iran, Israel, Islam, media coverage of the Middle East, rhetorical strategies, and the rest of the Arab world. (RS)

ED 355 584 CS 508 118

Feazel, Jerry D. Venkatagiri, Rama

Preparing Graduate Teaching Assistants: An Annotated Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Sep 90

Note—7p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Classroom Communication, Foreign Students, *Graduate Students, Higher Education, *Teacher Education, Teacher Effectiveness, Teacher Student Relationship, *Teaching Assistants, *Teaching Methods

Identifiers—Communication Strategies

Noting that materials available on the topic have undergone a numerical explosion over the last decade and now number in the hundreds, this 43-item annotated bibliography on preparing graduate teaching assistants includes books, journal articles, conference papers and videotapes published between 1963 and 1990. The first item in the bibliography is a multi-disciplinary bibliography whose items pre-date 1985 and are not duplicated in this bibliography. (RS)

ED 355 585 CS 508 119

Cahn, Dudley D.

Conflict Communication: Intimate Relationships, 1986-1990. A Selected, Annotated Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Oct 90

Note—5p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Conflict, Conflict Resolution, Higher Education, *Interpersonal Communication, *Interpersonal Relationship, *Intimacy, Speech Communication

Identifiers—Communication Strategies, Conflict Management

This bibliography presents annotations of 28 selected items (mostly journal articles) which deal with conflict communication in intimate relationships. It updates a similar bibliography on conflict management and resolution in close personal relationships published in 1986. (SR)

ED 355 586 CS 508 120

Friedley, Sheryl A.

Interpersonal Communication: A Selected, Annotated Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Nov 90

Note—5p.; For an earlier edition, see ED 289 203. Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Communication Research, *Communication Skills, *Course Content, Discourse Modes, Higher Education, *Interpersonal Communication, Intimacy, *Introductory Courses, Secondary Education, Speech Curriculum, Speech Instruction, Teaching Methods, *Textbooks

Identifiers—*Speech Communication Education

Designed to guide teachers in selecting classroom materials for introductory high school or college courses in interpersonal communication, this annotated bibliography lists and describes 20 general texts and instructional resource materials on the subject. Texts, most of which include instructors' manuals, range in date of publication from 1984 to 1990. (SAM)

ED 355 587 CS 508 121

Hansen, Tricia L. Curtis, Dan B.

Critical Thinking Resources for the Speech Communications Educator.

Speech Communication Association, Annandale, Va.

Pub Date—Jun 91

Note—9p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, College Curriculum, *Communication Research, Communication Skills, *Critical Thinking, Higher Education, *Speech Communication, *Speech Instruction, *Thinking Skills

Identifiers—Speaking Thinking Relationship

This annotated bibliography lists books, articles, and other related sources dealing with the areas of speech communication education and critical thinking. Besides works dealing specifically with the area of speech communications, a majority of the sources focus primarily on the general topic of critical thinking, its value to secondary and higher education curricula, and its relation to various fields of study, including English, literature, reading and writing instruction. The 79 citations are organized under the following headings: (1) Speech Communication; (2) General (Articles); and (3) General (Books). (HB)

ED 355 588 CS 508 122

Feazel, Jerry D. And Others

Logical Probability Language: An Annotated Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Sep 91

Note—7p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Higher Education, *Language Usage, *Logic, *Probability, Sex Bias, Sex Differences, Speech Communication

An annotated bibliography by Raymond Preiss published in 1986 focused on Language Intensity in relation to persuasion. By contrast, this new 37-item annotated bibliography takes a broader look at probability language to expand upon Preiss's collection of sources, including some earlier and some later sources. Noting that the literature on logical qualifiers or probability words is divergent in perspectives and operational definitions, the bibliography begins with a schema of terminology with example citations and selected words from the sources in the bibliography. The material in the bibliography is divided into four sections: classic theories on probability language; probability qualifiers; intensity and power issues; and quantifiers and frequency words. The books, journal articles and theses in the bibliography were published between 1941 and 1989. (RS)

ED 355 589 CS 508 123

Dei, Sharon

Communication and Culture in East Asia: A Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Sep 91

Note—6p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15 copies, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Asian Studies, *Communication Research, Communication Skills, Discourse Analysis, Discourse Modes, Foreign Countries, Higher Education, *Interpersonal Communication, Language Usage, Speech Communication

Identifiers—Asia (East), Asians, China, Japan, Korea

This annotated bibliography lists books, articles, and other related sources dealing with the areas of Asian culture and communication. The 87 citations are organized under the following headings: (1) Asian Culture and Communication (in general); (2) China; (3) Japan; and (4) Korea. (HB)

ED 355 590 CS 508 124

Byrd, Margueta L.

Intracultural Communication: Selected Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—91

Note—6p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15 copies, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, Cross Cultural Studies, Cultural Differences, *Cultural Pluralism, *Intergroup Relations, *Multicultural Education, Sex Differences, Socioeconomic Status

Identifiers—*Intracultural Communication

The 63 books and journal articles listed in this bibliography address the problem of intracultural communication. A short introduction to the bibliography defines intracultural communication as the creation and sharing of meaning among citizens of the same geo-political system who come from various tributary cultures (groups distinguishable from mainstream culture on the basis of race, ethnicity, religion, gender, sexual orientation, socioeconomic level, age, and/or ableness). Citations range in date of publication from 1981 to 1990 and are organized under the following headings: (1) gender; (2) race and ethnicity; (3) poverty; and (4) intracultural-intraethnic-intercultural relations. (SAM)

ED 355 591 CS 508 125

Benton, Carol L. And Others

Oral History in Education: An Annotated Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—Oct 91

Note—9p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Class Activities, Females, Higher Education, Instructional Effectiveness, Minority Groups, *Oral History, Personal Narratives, Secondary Education, Social History, *Speech Communication, Womens Studies

Identifiers—Discourse, Oral Tradition

This bibliography presents annotations of 54 selected books, bibliographies, guidelines, journal articles, papers, and reports published from 1976 to 1989 about oral history in education. The annotations are divided into four main categories: (1) oral history guidelines; (2) oral history in education; (3) minority issues; and (4) women's issues. A list of four periodicals specializing in oral history is appended. (SR)

ED 355 592 CS 508 126

Bardgett, Ralph And Others

Broadcast Journalism for the Communication Educator.

Speech Communication Association, Annandale, Va.

RIE AUG 1993

Va.

Pub Date—Oct 91

Note—7p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 copies, \$1; 6-15 copies, \$2; more than 15, \$3).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Broadcast Journalism, Curriculum, Ethics, Higher Education, *Journalism Education, Mass Media, *Speech Communication, Technology

Identifiers—Journalism Research, Journalists, Professional Concerns

This annotated bibliography presents annotations of 61 journal articles (published from 1982 to 1991) which deal with broadcast journalism for the communication educator. The annotations are divided into five main categories: (1) curricular concerns; (2) surveys of the professional environment; (3) professional ethics; (4) technology; and (5) total education (liberal arts vs. skills orientation). (SR)

ED 355 593 CS 508 127

Chesbro, James W., Comp.

Histories of Communication: A Bibliography.

Speech Communication Association, Annandale, Va.

Pub Date—May 92

Note—5p.

Available from—Speech Communication Association, 5105 Backlick Road, Building E, Annandale, VA 22003 (1-5 bibs, \$1.00; 6-15 bibs, \$2.00; more than 15, \$3.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, Communication Research, Discourse Analysis, *History, *Interpersonal Communication, *Mass Media, *Rhetoric, *Speech Communication

Identifiers—Historical Background, *Historical Bibliography

This bibliography lists books, articles, and other related sources dealing with the area of the history of communications and rhetoric. The 50 citations cover both the history of western communications as well as studies focusing on American communications and rhetoric. (HB)

ED 355 594 CS 508 128

Alex, Patrick K.

Theatrical Makeup Enhances the Drama.

Pub Date—93

Note—7p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Expression, *Dramatics, Elementary Secondary Education, Higher Education, *Production Techniques

Identifiers—Drama in Education, *Theatrical Makeup

With a little practice, even an amateur or classroom technician can learn the fundamentals of simple theatrical makeup. The principles of stage makeup and its application begin with a knowledge of the materials and the tools used to apply them. Base, liner, rouge, eye shadow, lipstick, and finishing powder are the basic materials. Base comes in four forms: greasepaint, cream stick, liquid, and cake. Only two applicators are needed: sponges and brushes. The base must be applied evenly on all exposed parts of the body. Other considerations are special makeup needs, such as prosthetics, scars, bruises, aging devices, and other effects. The end result should be the creation of a dramatic world where, very often, nothing is as it appears. (PA)

ED 355 595 CS 508 129

Jahn, Karen L.

School Dress Codes v. The First Amendment:

Ganging up on Student Attire.

Pub Date—30 Oct 92

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *Dress Codes, Due Process, Educational Environment, *Freedom of Speech, *High Schools, *High School Students, Legal Problems, *Nonverbal Communication,

School Law, *Student Rights, Student School Relationship

Identifiers—*First Amendment, Gangs

Do school dress codes written with the specific purpose of limiting individual dress preferences, including dress associated with gangs, infringe on speech freedoms granted by the First Amendment of the U.S. Constitution? Although the Supreme Court has extended its protection of political speech to nonverbal acts of communication, it has determined that students' choice of dress as a means of personal expression can be regulated by school officials. Over the last two decades, federal judges have divided evenly on the question of whether guarantees of privacy and free speech apply to teenagers' choice of dress. Some courts have insisted that the constitutional rights of individual students be balanced against the need for school officials to make reasonable health and safety regulations. School officials use the goals of their dress codes as a platform to support specific bans on gang and other inappropriate attire. A review of school dress codes reveals that most codes: (1) prohibit revealing attire that can cause embarrassment and "graphics that are suggestively obscene or offensive on any garments"; (2) state that students may not disrupt the educational process by their personal grooming and cleanliness, or lack thereof; and (3) designate appropriate dress as that which is "within the limits of generally accepted community standards." Despite numerous court cases invoking the captive audience doctrine (i.e., not being forced to view messages that threaten or discomfort), placing limits on the personal expression of some students because others find their dress disgusting or the context unacceptable, closes off a productive avenue for debate and unnecessarily infringes on students' first amendment rights. (Forty-one footnotes are included.) (SAM)

ED 355 596 CS 508 130

Worthen, Thomas Kenne Pack, Gaylen N.

The Case of the Missing Female Debater: Sex Role Orientation or Sex Role Expectation.

Pub Date—Oct 92

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Communication Research, *Debate, *Females, Higher Education, Judges, Personality Traits, *Sex Role, *Student Attitudes, *Student Participation

Identifiers—Debate Tournaments

A study investigated the possible reasons for low numbers of females in intercollegiate debate. Subjects, 164 debaters, completed a self-assessment using the Bem Sex Role Inventory. Twenty-six debate judges completed an assessment of the sex role of the "ideal" debater. The study tested the hypothesis that both female debaters and the "ideal" debater would be high in masculine traits. Among judges, 85% assess the "ideal" debater as masculine. A chi-square performed between the sex roles of a control group and the sex roles of female debaters showed a significant difference between the two populations. Findings suggest that the sex role orientation of the debaters and the sex role expectation of the judges may affect female participation in debate. One table of data is included. (Contains 22 references.) (Author/RS)

ED 355 597 CS 508 131

Worthen, Thomas K. Pack, Gaylen N.

Classroom Debate as an Experiential Activity across the Curriculum.

Pub Date—30 Oct 92

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, College Students, *Critical Thinking, *Debate, Experiential Learning, Higher Education, High Schools, High School Students, Persuasive Discourse, Problem Solving, Speech Communication, Thinking Skills

Identifiers—Speaking across the Curriculum

Educational practices often concentrate on rote knowledge of facts while neglecting problem solving skills. When students are encouraged to think critically, analyze, and question they are far better pre-

pared to deal with the future. Classroom debate can be an effective method in all subject areas to achieve this end, helping the student to move from passive acceptance to critical thinking and defending a point of view. Examples describing ways to use debate as an experiential activity across the curriculum include public speaking, general semantics, intercultural communication, communication research, organizational communication, and argumentation and debate. The goal is not to "win" the debate, but to find several issues that relate to each individual class and to use debate as a tool by which the students apply critical thinking. (Contains 17 references.) (SR)

ED 355 598

CS 508 132

Worthen, Thomas K.

The Frustrated GTA: A Qualitative Investigation Identifying the Needs within the Graduate Teaching Assistant Experience.

Pub Date—30 Oct 92

Note—30p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, *Graduate Students, Higher Education, Qualitative Research, *Speech Communication, Student Needs, *Teacher Education, *Teacher Response, Teacher Student Relationship, *Teaching Assistants, Teaching Conditions

Identifiers—Educational Issues

This paper presents the results of a study to identify the specific needs graduate teaching assistants (GTAs) in speech communication have while teaching. Six GTAs completed a description of their experience as GTAs, maintained a day-by-day teaching log and participated in a group discussion. The paper uses a qualitative-phenomenological approach to reduce and interpret the data. The results presented in the paper give a definition of the GTA experience. The paper identifies specific needs that can be implemented in a GTA training program. One table of data and three tables listing GTA needs are included. (Contains 20 references.) (Author/RS)

ED 355 599

CS 508 133

Aiken, Joan E.

Empowering Students and Faculty through Portfolio Assessment.

Pub Date—18 Apr 93

Note—33p; Paper presented at the Annual Meeting of the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, Higher Education, *Portfolios (Background Materials), Program Descriptions, *Speech Communication, State Standards, *Student Evaluation, Undergraduate Students

Identifiers—*Alternative Assessment, *Communication Competencies, Speech Communication Education, Student Empowerment, Teacher Empowerment, University of Missouri Kansas City

As part of a state-mandated assessment process, faculty and students need innovative approaches which can empower them to learn, grow, and change in the classroom. The University of Missouri-Kansas City Department of Communication Studies uses three types of student portfolios: (1) a university-wide portfolio of the student's work in all courses for a given semester; (2) a course portfolio that reflects what goes on behind individual tests and assignments; and (3) a student selected portfolio of work evaluated by a professional in a student's prospective area of employment. More than assessment tests and statistics, these portfolio assessments give students and faculty crucial control and insights regarding the learning process. (Three figures presenting the form used by the department for student portfolios, the form used for faculty feedback, and the protocol for student portfolio and interview assessment are included; 18 references, and a survey instrument and teacher comments from the English department about course portfolios are attached.) (Author/RS)

ED 355 600

CS 508 134

Daniels, Marilyn

A Descriptive Profile of an Instructional Plan for

Students "At Risk" of Academic Failure.

Pub Date—Oct 92

Note—29p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Black Students, *Communication Skills, Educational Attainment, Educational Experience, Educational History, Higher Education, *High Risk Students, Program Effectiveness, Self Esteem, *Speech Communication, *Teacher Student Relationship

Identifiers—Historical Background, *Project SOUL NJ, *Speech Communication Education, William Paterson State College NJ

A study investigated the stories of eight students who did not complete their college education with their SOUL (Society of Unlimited Learning) classmates. SOUL was a program designed to integrate economically and academically disadvantaged black students into the life of William Paterson College (New Jersey) in the summer of 1968 and consisted of students taking two speech courses and being assigned an advisor. The original cohort of SOUL consisted of 9 female and 11 male students—8 students who did not graduate from the college underwent extensive interviews. Four dominant themes emerged: (1) all of the former students highlighted the importance they placed on both speech courses they took; (2) the relationship between the faculty advisor or mentor and the student had a significant impact on a student's capability to complete his or her college education; (3) the teachers' beliefs in their ability to teach these students was a major ingredient in their performance; and (4) the sustaining worth of the SOUL program over time was revealed in the interviews. Findings suggest that those students who did not graduate with their cohort were not failures: the program contributed to their self-confidence, oral expression skills, and love of learning—the secondary effects impacted the participants far beyond the life of SOUL and emerge as the ultimate triumph of the SOUL program. (Two tables of data are included.) (RS)

ED 355 601

CS 508 135

Spelman, Mary

The Importance of Discourse Style in Pairing Students for Interactive Communicative Tasks.

Pub Date—Nov 92

Note—24p; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, College Freshmen, Communication Research, Communication Skills, *Discourse Analysis, English (Second Language), Foreign Students, Freshman Composition, Higher Education, *Interpersonal Communication

Identifiers—*Communication Styles, *Small Group Communication

A study analyzed the discourse of four pairs of students participating in dyadic interactive communicative tasks (ICTs) to discover if and how their discourse styles influenced the dynamics of interaction. Students were paired according to their teacher's evaluation of their discourse style as active or non-active, and were designated sender or receiver. Transcripts were analyzed of audiotaped sessions in which each pair attempted to duplicate a simple figure by verbal communication only. Results showed active students in all pairs scored high in the area of conversation management, regardless of their designation as sender or receiver, and that the communicative task was achieved by both pairs with mixed discourse styles in spite of the fact that the active students dominated. Results further showed that the pair of non-active students failed to successfully complete the task, and in fact gave up quickly, indicating that pairing non-active students will improve neither the quantity nor the quality of their participation. (Two tables of data are included.) (SR)

ED 355 602

CS 508 136

Geddes, LaDonna McMurray

Change, Loss, Grief and Communication.

Pub Date—Oct 92

Note—16p; Paper presented at the Annual Meeting of the Speech Communication Association

(78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change, *Coping, *Grief, *Individual Development, *Lifelong Learning, Professional Training

Identifiers—*Communication Behavior, *Loss, Organizational Culture

Change may be personal, professional, social, or spiritual; or, all aspects of life may be affected simultaneously. Coping with change requires directing and controlling individual resources. Change reactions can be described as: (1) a sense of loss as the transition is experienced; and (2) a need to grieve due to the loss experienced; and (3) a need to complete the grief process, so that closure takes place. Individuals or organizations that refuse to change and adapt their paradigms or mission become non-existent. The idea of loss as the result of on-going change is apparent in organizational life whether the organization is corporate, educational, social, or spiritual in nature. On the professional level, downsizing, reorganization, and technology have become buzzwords in modern corporate organizations. Retraining and adaptation to education as a lifelong process are challenging the traditional assumptions of the three stages of life—education, work, and retirement. Process is an important concept associated with change (becoming different) and it involves both moving from the known to the unknown and making corresponding adjustments and modifications. Indicators associated with change suggest that throughout the process of change and change management, the communication behaviors of an individual become more inner-directed and less tolerant of others. Research suggests that support is perceived only when parallel experiences are shared. In addition to research, however, people need to be taught how to grieve and that grieving is an acceptable form of behavior in any type of loss situation. (Contains a list of 37 resources and 3 figures.) (NKA)

ED 355 603

CS 508 137

Pasma, Kristen

The Ritual of "Sharing Time" in a First-Grade American Classroom.

Pub Date—Oct 92

Note—30p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Classroom Environment, Communication Research, *Cultural Context, Elementary School Students, Grade 1, *Interpersonal Communication, Interpersonal Relationship, Primary Education, *Sharing Behavior, Speech Communication, Teacher Student Relationship

Identifiers—Discourse Communities, School Culture

An examination of the ritual of "sharing time" in a first-grade classroom in the United States shows how it reaffirms the ideal model of a "Good Communicator," develops a concept of personhood as "Self-as-Autonomous-Person," and establishes respect for "Authority." Through the development of these three "sacred objects," sharing time functions as a "deeply cultured" event, affecting the way the children develop, interact, and learn to communicate appropriately as first-graders in their classroom. The children enact this ritual each day at school under the direction of their teacher. Although the teacher does not participate in the ritual, she functions as a guide by reaffirming and correcting the appropriate behavior for the students. This ritual reveals how a diverse, multi-ethnic classroom functions as a specific speech community. (Author/SR)

ED 355 604

CS 508 138

Newburger, Craig And Others

Departmental Textbook Publishing for the Introductory Communication Course: Pedagogical Boon or Exploitation?

Pub Date—Oct 92

Note—10p; Paper to be presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).

Pub Type—Speeches/Meeting Papers (150) —

RIE AUG 1993

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Departments, Faculty Publishing, Higher Education, *Introductory Courses, *Speech Communication, *Textbook Preparation, *Textbook Publication, *Textbooks
Identifiers—Publisher Role, Speech Communication Education

This paper examines departmental introductory communication course (ICC) textbook publishing practices. Two methodologies for the creation of campus-specific texts are examined—the use of a national publishing house and the use of a local commercial printer. Both options deliver unique advantages and liabilities for speech communication departments whose ICCs are characterized by increased enrollment-per-section, staffed with a variety of instructors (including tenure-track faculty, teaching assistants, and part-time adjuncts), and are taught in locally distinct learning environments. One figure of data showing ICC instructional resources in 11 midwestern universities is included. (Author/SR)

ED 355 605 CS 508 139

Carle, Marlene V.

The Effect of Teaching Nonverbal Communication on Academic Achievement in Written Expression.

Pub Date—May 93

Note—45p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Basic Writing, Class Activities, Comparative Analysis, Electronic Technicians, *Nonverbal Communication, Technical Institutes, Two Year Colleges, Two Year College Students, *Writing Achievement, *Writing Improvement, Writing Research
Identifiers—*Basic Writers

A study investigated whether exercises that teach and alert students to nonverbal communication aided them, particularly those students who needed more support in achieving academic success in written expression. Subjects were students in two classes of a basic composition course required in an electronic technician program. One class was given instruction and exercises in nonverbal communication, while the other class did not receive this instruction. The Diagnostic Test for Writers was used as a pre- and post-test to determine students' abilities in written composition. Comparison of test scores found no significant differences in the means between the two groups. However, the students in the lowest sector of the experimental group appeared to benefit from the exercises by improving in their academic achievement. (Three tables of data are included. Two appendices—containing samples of some of the exercises used in class, and two tables of data—are attached.) (Contains 15 references.) (SR)

ED 355 606 CS 508 140

Behr, Daniel

Perspective Realism and the Rhetorical Vision: A Philosophical Foundation for Fantasy Theme Analysis.

Pub Date—Oct 92

Note—23p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Higher Education, *Research Methodology, *Rhetoric, *Rhetorical Criticism, *Rhetorical Theory
Identifiers—*Fantasy Theme Analysis, *Perspective Realism, Relativism

This paper explores the philosophical foundations and implications of fantasy theme analysis, introduced by Ernest B. Bormann in 1972. The paper rejects the appropriation of fantasy theme analysis as compatible with, or as support for the philosophical position of relativism and relativist rhetorical theories. Rather, it suggests that fantasy theme analysis is more appropriately grounded in an objectivist philosophical position and in the theory of rhetoric known as perspective realism. After a detailed discussion of these issues, the paper concludes by suggesting how fantasy theme analysis would function

more productively as a critical theory based on perspective realism and by recommending for future research, a study of the applications of fantasy theme analysis in scholarly journals to see if the components of perspectivism identified in Bormann's theory are evidenced in its application. (Contains 16 references.) (RS)

ED 355 607 CS 508 141

Crawford, Christopher B.

Critical Listening Differences during Intercollegiate Debate Constructive and Rebuttal Speeches.

Pub Date—Apr 93

Note—22p.; Paper presented at the Joint Meeting of the Central States Communication Association/Southern States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, Correlation, *Debate, Higher Education, Listening Habits, *Listening Skills, Surveys, Undergraduate Students

Identifiers—*Critical Listening, Debate Tournaments, Listening Research, T Test

A study determined differences in the use of critical listening in constructive and rebuttal speeches during intercollegiate debate tournaments. A self-developed survey instrument was completed by 18 subjects preceding a randomly assigned round at the 15th National Junior Division Debate Tournament. Following completion of the instruments they were returned for later data analysis using the t-test and correlation methods. Critics were found to make key decisions, evaluate faulty reasoning and accept or reject arguments more in rebuttals than in constructive speeches. Several of the survey questions yielded significant differences, but many other findings supported retaining the null hypothesis. In the future, researchers might look at specific issues (i.e., topicality, justification, etc.) as they are affected by listening behaviors. Four tables of data are included. (Contains 24 references.) (RS)

ED 355 608 CS 508 142

Kane, Peter E.

We Better Not Vote on It: Public Hostility toward Freedom of Expression.

Pub Date—19 Nov 91

Note—18p.; Bill of Rights Bicentennial Lecture, Hochschule School of Music (Rochester, NY, November 19, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, *Censorship, *Civil Rights, College Environment, Communication Problems, Elementary Secondary Education, *Freedom of Speech, Higher Education, *Moral Issues, Moral Values, *Social Attitudes, Social Studies

Identifiers—*Bill Of Rights, First Amendment, Politically Correct Communication, Supreme Court Articles of The Bill of Rights, although comprising the fundamental principles of American society, are often opposed by many people on varying grounds. For example, many people support physical abuses by law enforcement officials, even though they might violate constitutional rights. The First Amendment, simple in original wording, has resulted in a vast amount of court cases and legislative action. However, a wide variety of examples demonstrates that the principle of freedom of expression apparently has very little public support. Government often operates with a powerful motivation toward secrecy, such as in the operation of foreign affairs and in the suppression of news about the Gulf War. News organizations also showed during the Gulf War a tendency to avoid expressions of public outrage, and most did not protest government censorship, which the public overwhelmingly supported. In the schools, freedom of expression gives way to thought control. Various groups work to prohibit controversial texts. Students are forced to conform to dress and speech codes, and are often harassed if they try to exercise civil freedoms. Colleges are ruled by attempts to impose restrictions on speech not deemed politically correct, but the anti-politically correct advocates are also guilty of hypocritical intolerance. Colleges also participate in acts of secrecy. The schools and government both exhibit hostility toward freedom of expression, but this is a general tendency throughout society. It may be that, in today's America, dearly holding to the

precepts of the First Amendment has become a thing of the past. (HB)

ED 355 609 CS 508 143

Kane, Peter E.

The Evolution of Rhetorical Criticism.

Pub Date—24 Sep 89

Note—12p.; Paper presented at the Eastern Communication Association Conference on Rhetoric and Public Address (September 24, 1989).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational History, Higher Education, Public Speaking, Rhetoric, *Rhetorical Criticism, Speech Curriculum, Teaching Methods, Theory Practice Relationship
Identifiers—*Academic Discourse Communities, Historical Background, *Speech Communication Education

Rhetorical criticism and the way it is taught has evolved considerably over the past 30 years. In the 1950s, virtually all instructors used the same textbook and the "effect" model of teaching was used universally. White males were virtually the only speakers studied, and the classical tradition held complete dominion. A historical perspective was deemed necessary for the sake of objectivity and background materials. In the 1960s the restrictive, classical effect model of criticism began to break down. Various publications of the period illustrate the shifting perspectives. By the early 1970s there was general agreement that there were many ways to practice criticism. Over these years, expanded methods and the possible forms of discourse flourished. A Western States Communication Association seminar in 1989 examined these issues at length. In broad terms, the task of the teacher of rhetorical criticism is to help students think critically and analytically about discourse, to ask what is going on in communication and how it is taking place. In short, the emerging field emphasizes a need to produce in students a familiarity with a broad range of methods of criticism and non-oratorical forms of discourse. (Thirty-three footnotes are included.) (HB)

ED 355 610 CS 508 145

Berry, Elizabeth

Classroom Research: If It's So Simple, How Can It Be Any Good?

Pub Date—Oct 92

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Research, Faculty Development, Higher Education, *Instructional Effectiveness, *Instructional Improvement, *Teacher Effectiveness

Identifiers—Alternative Assessment, California State University Northridge

Classroom research involves a number of techniques for careful and systematic observation of the process of teaching and learning. Its primary purpose is not to seek generalizations about teaching and learning, but to discover specific localized "truths" for a particular classroom. It involves classroom assessment, consisting of small-scale assessments conducted continuously in the classroom to determine what students are learning in that class. At California State University, Northridge, there has been an ongoing classroom research group with participants from many disciplines. Examples from courses in journalism, child development, and speech communication illustrate the kinds of techniques found useful in classroom assessment projects. However, faculty should ask only those questions they are prepared to answer, and realize that classroom research takes time. The classroom researcher should: (1) start small; (2) start with assessable goals; (3) get students actively involved; and (4) be flexible and willing to change. The most effective classroom assessment techniques are those that are limited, simple to analyze, and appropriate for the teacher and the subject matter. They provide valuable feedback for the teacher to use in enhancing the teaching/learning process. (A detailed description of a classroom assessment technique called "focused dialectical notes" is attached.) (SR)

ED 355 611

CS 508 146

Schwartzman, Roy

"Triumph of the Will": A Limit Case for Effective-Historical Consciousness?

Pub Date—Jan 93

Note—27p; Paper presented at the Annual Florida State University Conference on Literature and Film (18th, Tallahassee, FL, January 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142) — Guides — Classroom — Teacher (052)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Audience Awareness, *Critical Viewing, Documentaries, Film Criticism, *Film Study, Foreign Countries, Higher Education, *Mass Media Role, *Mass Media Use, Media Research, Nazism, *Persuasive Discourse, Propaganda

Identifiers—Film Genres, Film History, Film Viewing, Gadamir (Hans Georg), Germany, *Triumph of the Will

A film presented as factual may permit critical responses that question its purported factual objectivity and political neutrality. In class, Hans-Georg Gadamer's concept of effective-historical consciousness can be used to evaluate the allegedly propagandistic messages in Leni Riefenstahl's "Triumph of the Will." Analysis of this 1934 film reveals how it reinforced racial doctrines propagated by the Nazis and by scientists who sympathized with these racial views. Somewhat paradoxically, Riefenstahl's film may be considered a harbinger of two genres in film whose essences seem contradictory: documentary and propaganda. "Triumph of the Will" contains no narration whatsoever after brief introductory remarks. Not verbalized, these remarks are printed on successive screens in short phrases. This lack of narration reduces the critical distance between viewer and event. The opening scene features Adolf Hitler emerging from a plane to grace Nuremberg with his presence, and to rescue and transform Germany. Much of the film's power lies in its consistently positive approach to racial models: the Nordic ideal is instantiated throughout the film with lavish close-ups of handsome blond types. Gadamer argued that all interpretation takes place within the context of the interpreter's prejudice, but that awareness of prejudices does not imply subjection to them. As exercises in class, ask students to pick a specific scene and interpret it through the eyes of a propagandist for the opposing side; or, to undermine the principal theme of preceding scenes, screen part of the film, then ask students to construct the next scene that would proceed logically from the one they just saw. (Forty notes are included.) (NKA)

EA

ED 355 612

EA 024 072

Un Nuevo Convenio para el Aprendizaje: Una Sociedad para Mejorar los Resultados Educativos en el Estado de Nueva York (A New Compact for Learning: A Partnership To Improve Educational Results in New York State).

New York State Education Dept., Albany, Office of Elementary, Middle and Secondary Education. Pub Date—[92]

Note—21p; For the English version, see ED 336 824. For "A New Compact for Learning: Improving Public Elementary, Middle, and Secondary Education in the 1990s," see ED 333 572.

Language—Spanish

Pub Type—Guides — Non-Classroom (055) — Translations (170)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, *Educational Objectives, Elementary Secondary Education, *Goal Orientation, *Public Schools, *Role of Education, School Responsibility, *State Action Identifiers—*New York

This Spanish translation of the abridged version of "A New Compact for Learning" acknowledges the current U.S. education system's inadequacy to educate U.S. citizenry and introduces New York State's New Compact for Learning, intended as a plan to reorganize New York's own system. The compact's fundamental principles are: (1) recognizing that all children can learn; (2) focusing on results; (3) aiming for excellence; (4) providing the means; (5) providing authority with accountability; and (6) rewarding success and remedying failure. The compact's goals, strategic objectives, and specific roles of the state, the student, the parent, the teacher, the

school support team, the principal, the school, the school district, the community, the superintendent of schools, the board of education, the region, higher and continuing education, libraries and other cultural institutions, and business, industry, and labor are outlined in separate sections. All must cooperate to accomplish necessary changes. (MLH)

ED 355 613

EA 024 402

Stone, Paula

Transformational Leadership in Principals: An Analysis of the Multifactor Leadership Questionnaire Results. Professional Leadership Development Monograph Series, Volume 2, Number 1.

Mankato State Univ., MN. Dept. of Educational Administration.

Pub Date—Jul 92

Note—27p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Leadership, *Leadership Styles, *Organizational Communication, Organizational Effectiveness, *Principals, School Administration, *Teacher Administrator Relationship

Identifiers—*Multifactor Leadership Questionnaire, *Transformational Leadership

Findings of a study that investigated transformational and transactional leadership behaviors in elementary and secondary school principals are presented in this paper. Transactional leadership is often used to accomplish lower-order managerial objectives, such as clarifying work expectations and maintaining quality of performance, while transformational leadership, however, is related to long-term development and change, producing higher levels of effort and satisfaction in followers, which translated to greater productivity and quality outcomes for the organization. The study also sought to measure the relationship of transformational and transactional leadership factors with the organizational outcomes of extra effort, effectiveness, and satisfaction. Methodology involved the administration of two surveys: (1) one to 27 elementary, junior high, and high school principals in south central Minnesota, in which respondents described their leadership behaviors, and (2) one to 482 teachers who rated the 27 principals' behaviors. Findings indicate that principals tended to exhibit transformational leadership behaviors, but needed improvement in the transformational areas of intellectual stimulation and individualized consideration, and in the transactional areas of contingent reward and management-by-exception. The findings provide a new perspective on how to view principals in relation to exceptional leadership, organizational effectiveness, satisfaction, and teacher motivation. Eighteen tables are included. (LMI)

ED 355 614

EA 024 654

Kadel, Stephanie Follman, Joseph

Reducing School Violence in Florida. Hot Topics: Usable Research.

SERVE: South Eastern Regional Vision for Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 93

Contract—RP91002010

Note—104p.

Available from—NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177 (\$7; quantity discounts).

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—*Conflict Resolution, *Crime, *Crime Prevention, Crisis Intervention, Educational Facilities Improvement, Elementary Secondary Education, Law Enforcement, Mass Media Effects, *Police School Relationship, *School Security, Victims of Crime, *Violence Identifiers—*Florida

Violence pervades schools across the nation, disrupting school functioning and preventing students and teachers from learning and teaching. The most effective crisis management and response strategies are designed by a school team that includes administrators, faculty and staff, students, parents, bus drivers and other support staff, as well as representatives from the school district office, law enforcement, and health services. Effective policies work with the media, assist victims, and enforce discipline. Suspension and, in extreme cases, expulsion, but not corporal punishment, may be components of such a

strategy. Schools may also implement alternatives such as giving students service assignments on the school grounds or placing them in alternative educational programs. In promoting campus safety and a positive school climate, principals play a critical role. In addition to walking the halls and school grounds regularly, principals who have succeeded in creating peaceful schools out of previously violence-ridden campuses make themselves available to teachers, students, and parents and show a genuine interest in their students' lives and potential; they also emphasize prevention and nonviolent conflict resolution. In implementing a strategy, schools need the expertise of law enforcement and social service agencies, and they must involve parents and the community to reinforce lessons. The roots of violence lie in a great number of social ills, including the prevalence of weapons, prejudice, gangs, drugs, the cycle of disadvantage, media imagery, and moral decay. A glossary, a resource guide, and several appendices outlining response strategies for students, teachers, and administrators are included. Throughout the document, a series of "dynamite ideas" are highlighted in sidebars set off from the main text. (TEJ)

ED 355 615

EA 024 657

Sirodi, Peter

Constituency Leadership: A Model for School Leaders.

Pub Date—Feb 93

Note—8p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL, February 17-21, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrator Effectiveness, *Administrator Role, Elementary Secondary Education, Instructional Leadership, *Leadership Qualities, Leadership Responsibility, *Middle Management, *Participative Decision Making, *Principals, Public Schools, Social Networks, *Teacher Administrator Relationship, Teacher Participation

Principals must integrate information originating from many sectors among the schools' constituents. The degree to which constituent groups participate in school activities helps determine the quality of instruction and learning. Crucial to the role of administrator is a network of interactions between people and things, school board pressures and the needs of students, fiscal realities as instructional demands, and legal requirements and adoptions in curriculum. Critical to the success of a leader is empowering the leader-follower relationship to develop motivation through a sense of shared interests and needs. In interaction with constituent groups, effective leaders rely on intuition, sensitivity, information gathering, exploration of alternatives and solutions, and motivating group action. Professional responses to concerns are among the essential requirements for effective leadership. As teacher-leaders communicate effectively across bureaucratic levels, the consciousness of the group changes and teacher-leaders are increasingly empowered through active participation in professional networks with peers. The school administrator who plays a facilitating role in empowering the teacher leadership process can enhance the overall effectiveness of the leadership process. The principal as a leader of professional people must be skillful in dealing with many interpersonal issues and empowering broader professional initiative. Instructional leadership is strengthened through the inclusion of subordinate participants, followers, and leaders. (Contains 52 references.) (TEJ)

ED 355 616

EA 024 675

Thomas, Anne

Study Skills.

Oregon School Study Council, Eugene.

Report No.—ISSN-0095-6694

Pub Date—Jan 93

Note—46p.

Available from—Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$4.50 prepaid members; \$7 nonmembers; \$3.00 postage and handling on billed orders). Journal Cit—OSSC Bulletin; v36 n5 Jan 1993

Pub Type—Guides — Classroom — Teacher (052) — Collected Works — Serials (022)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, Learning Strategies, Metacognition, Reading Habits, *Student Motivation,

***Study Habits, *Study Skills**
Identifiers—*Oregon

Three developments lend support to the idea that schools must help teach study skills: (1) advances in cognitive psychology that suggest children are active learners; (2) society's concern for at-risk students; and (3) growing demands for improved student performance. There is evidence that systematic study skills instruction does improve academic performance. Study skills entail a beneficial study environment, self-management, and time and stress management, as well as the more traditional skills of effective listening, reading comprehension, note-taking, and sophisticated writing skills. Motivation is essential for instilling study skills. Research suggests that behavioral self-management, mood management, and self-monitoring are successful tactics in developing motivation. Development of study skills should be addressed at every educational level. Programs to enhance teachers' preparation to teach study skills are important, because the perception they are unprepared negatively affects student performance. Efforts in Oregon demonstrate both the need to develop study skills and the outlines of some successes. Students' eagerness to acquire study skills dissipates quickly, demanding a strong commitment from school boards, administrators, teachers, parents, and students to make study skills instruction maximally effective. An appendix lists eight study skill programs. (Contains 21 references.) (TEJ)

ED 355 617 EA 024 684

The Best-Laid Plans: Components of Quality Campus Environments.

Ohio State Univ., Columbus. Office of Business and Administration.

Pub Date—87

Note—94p.; Based on Proceedings of the International Symposium on Preserving a Quality Environment for Learning (1st, Columbus, Ohio, October 1-3, 1986). For a related document, see EA 024 685. Photographs and illustrations may not reproduce well.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Architectural Character, Built Environment, *Campus Planning, *College Buildings, *College Environment, *Educational Facilities Design, *Educational Facilities Improvement, Facility Requirements, Higher Education, Interior Design, Landscaping, Quality of Life

Identifiers—*Ohio State University

Issues crucial to the maintenance of quality campuses were the focus of the symposium reported in this document. The publication reflects the viewpoints of both presenters and participants and its numerous color photographs of different campuses are illustrative of the kinds of issues discussed. The presentations, which are presented in summary form following a list of papers and authors, were the following: "The Challenge: Preserving a Quality Environment for Learning" (Phillip R. Shriver); "Images of the Campus" (Paul E. Young, Jr.); "Adaptive Uses of Campus Buildings and Harmonious New Design" (Jacqueline T. Robertson); "Laboratory Modernization and Adaptation in the United Kingdom" (Roger Clynes); "Curatorial Management of Campus Facilities for Learning" (Dieter H. Haenicke); "Managing and Caring for the Campus Landscape" (Judy May Chan); "A Special Adaptation" (for the Smithsonian) (Jean Paul Carlihan); "Measuring the Value of Campus Architecture" (Richard Longstreth); "Ancient Facilities—Modern Uses" (Norbert Isterbeke); and "Developing and Implementing a Campus Environmental Plan" (Carl D. Johnson). Following the symposium, a tour was arranged for international visitors which took them to the campuses of Kenyon College, the University of Michigan, the University of Virginia, Cranbrook Educational Community, Michigan State University, the College of William and Mary, and The Ohio State University. Text about and photographs of these facilities are featured in the publication. (MLF)

ED 355 618 EA 024 685

Gerber, Carol

The Best-Laid Plans: Components of Quality Campus Environments in Europe.

Ohio State Univ., Columbus. Office of Business and Administration.

Pub Date—88

Note—90p.; Photographs by Tom Burns. For a report of the 1986 Ohio State symposium, see EA 024 684. Photographs may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Architectural Character, Built Environment, *Campus Planning, *College Buildings, *College Environment, *Educational Facilities Design, Educational Facilities Improvement, Facility Requirements, Foreign Countries, Higher Education, Interior Design, Landscaping, Quality of Life

Identifiers—*Europe

A group of American university facility planners and architects paid a 2-week visit in September 1987 to eight universities in five countries in order to study and explore European campuses at first hand. A description of the tour illustrated by numerous color photographs of the universities visited is presented in this report. Both the visitors and their hosts in each country had attended a symposium, held the previous year at Ohio State University, on preserving a quality environment for learning, after which the Europeans had been taken by their American hosts on a tour of seven campuses in the United States. Hence the Europeans were uniquely qualified to reciprocate by organizing meaningful tours of their own campuses, many but not all of which have a far longer history than any in the United States. The Catholic University of Leuven, Belgium, established in 1425, is the world's oldest existing Catholic university. Heidelberg University's recent 600th anniversary celebrates the stability of Germany's oldest university. Great Britain's oldest university, Oxford, was founded in the 13th century; an interesting fact for Americans is that a property in Oxford, England, is now the home of the Williams-in-Oxford program for Williams College in Williamstown, Massachusetts. In Sweden, featured universities are Uppsala University, founded in 1477, and the University of Stockholm, founded in 1878, with a new campus north of the city, called the Frescati campus, completed in 1971. The University of Copenhagen, Denmark, was inaugurated in 1479 but in a radical break from the past, students there now have enormous governing power. Among other new developments, the Panum Institute that houses the University of Copenhagen's Royal Dental College and its medical research and teaching facilities was completed in 1986. The Technical University of Denmark, founded 150 years ago, has been at its present site, an old airfield 10 miles north of Copenhagen, since 1973. An addendum to the report contains an overview of "The Ohio State University Plan for Improving the Quality of the Campus Environment," originally published in the report of the 1986 symposium at Ohio State University. (MLF)

ED 355 619 EA 024 696

Exercise Manual: Educational Policy Analysis Training Workshop.

Florida State Univ., Tallahassee. Learning Systems Inst.; Howard Univ., Washington, D.C.; Improving the Efficiency of Educational Systems Consortium.; Institute for International Research, Inc., McLean, VA.; State Univ. of New York, Albany.

Spons Agency—Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.

Pub Date—Jan 88

Contract—DPE-5823-C-00-4013-00

Note—114p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Developing Nations, *Educational Assessment, *Educational Development, *Educational Policy, Elementary Secondary Education, Foreign Countries, Group Dynamics, Workshops

Identifiers—Improving the Efficiency of Educ Systems Project

The Educational Policy Analysis Training Workshop is designed to provide training in quick response analysis to typical policy issues encountered in developing countries. The workshop emphasizes working in small groups, approaching problems from a variety of analytic standpoints and presenting understandable and persuasive conclusions for use by policymakers unfamiliar with quantitative techniques. This exercise manual helps teach the analytical and technical skills necessary to conduct the educational policy analyses that are contained in the case studies. Each of the nine sets of exercises utilizes a case study concerned with improving the "quality" of primary school teachers in a particular developing country. The exercises are: Understand

the Problem, Plan the Analyses, Describe the Current Situation, Restate the Problem, Generate and Narrow Alternatives, and Prepare Final Report. The exercises are done in small groups of four to eight people with a facilitator for each group. The groups read and discuss the exercises and subexercises, reach conclusions, and present a written report and an oral presentation on the case study. (JPT)

ED 355 620 EA 024 706

Bobbitt, Sharon. Rohr, Carol L.

What Are the Most Serious Problems in Schools?

Issue Brief.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-93-149; NCES-IB-93

Pub Date—Jan 93

Note—3p.

Available from—Special Surveys and Analysis Branch, National Center for Education Statistics, 555 New Jersey Ave., N.W., Washington, DC 20208-5651.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance Patterns, *Behavior Problems, Elementary School Teachers, Elementary Secondary Education, Principals, Private Schools, Public Schools, *School Security, Secondary School Teachers, *Student Behavior, *Teacher Attitudes, Violence

Identifiers—Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics in 1987-88 and 1990-91, asked teachers and principals their view of problems in their schools. When asked about a range of school problems including absenteeism, student drug abuse, and physical conflicts among students, teachers and principals could respond that each problem was either a serious problem, moderate problem, minor problem, or not a problem in their schools. The 1990-91 survey demonstrated that both teachers and principals perceive the lack of parental involvement as a serious school problem. Among secondary school teachers, at least 10 percent of public school teachers cited apathy, poverty, absenteeism, disrespect for teachers, parental alcoholism and/or drug abuse, and tardiness as serious school problems. Behaviors and attitudes of students were more likely to be seen as problematic by teachers at the secondary level than at the elementary level. Parental alcoholism was described as "serious" by both public elementary and secondary teachers. Private school teachers were less likely to report student attitudes and behaviors or parental substance abuse as serious problems. In 1991, fewer secondary school teachers at both public and private schools cited student alcohol and drug abuse as serious problems than in 1988. Fewer teachers cited weapons possession as a serious problem in 1991 than in 1988. (TEJ)

ED 355 621 EA 024 712

Beckham, Joseph C.

School Officials and the Courts: Update 1992. ERS

Monograph.

Educational Research Service, Arlington, Va.

Pub Date—92

Note—60p.; For the 1991 update, see ED 342 082. Available from—Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (\$12, subscriber; \$24, nonsubscriber; \$3.50 postage and handling on prepaid orders).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Civil Liberties, *Constitutional Law, *Court Litigation, Dismissal (Personnel), Due Process, Elementary Secondary Education, *Freedom of Speech, Legal Problems, *Legal Responsibility, Privacy, Religious Discrimination, *School Law, *State Legislation, Student Rights, Torts

During the past year, in cases involving the authority of school boards to make curricular decisions and provide for services, the courts have balanced school board authority against constitutional and statutory provisions related to privacy, free exercise of religion, and public records laws. Section 1, "School Boards and Board Members," outlines requirements for community service, the closing of schools; conflict of interest issues, condom distribution, textbook selection, and allega-

tions of "biased curriculum." Section 2, "Administrators," scrutinizes teacher layoffs, reassignment, subordinates' free speech rights, and removal or alteration of records. Section 3, "Finance," assesses income tax deductions for private schooling, facilities impact fees, and auditing requirements. Section 4, "Teachers and Other District Employees," considers "whistle blower" statutes, espousal of creationism, First Amendment protection, sex discrimination, teacher dismissal, and application of physical force. Section 5, "Pupils," appraises accountability for off-campus conduct, strip searches, search and seizure, sexual harassment, accessibility, and individualized education plans. Section 6, "Religion," outlines violations of the Establishment Clause and regulations of student-directed religious activities. Section 7, "Torts and Related Statutory Liability," discusses liability for injuries, duty of adequate supervision, liability for safety of sport spectators; right-to-privacy provisions, and allegations of homosexuality. Includes a list of cases. (Contains 98 references.) (TEJ)

ED 355 622 EA 024 718

The Condition of Education 1992: Making

Changes, Measuring Results.

Vermont State Dept. of Education, Montpelier.

Pub Date—[93]

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, Educational Change, *Educational Improvement, *Educational Objectives, *Educational Policy, Elementary Secondary Education, *School Restructuring Identifiers—*Vermont

Vermont is working to reform its educational system, and, according to some assessments, improvements are being made. On average, Vermont's students write reasonably well and fourth graders perform better than national averages in mathematics on selected questions from the National Assessment of Education Performance. However, many students also suffer from poverty, hunger, and abuse that hinders their school performance. Vermont has four goals for improving its educational system. First, every child must become a competent, caring, productive, responsible individual and citizen who is committed to continued lifelong learning. Lack of preparedness to enter school, poverty, teen pregnancy, drug abuse, and poor student health and well-being are obstacles to accomplishing this goal. Second, schools will be restructured to support very high performance for all students. Special-education programs and math, science, and technology education are to be improved. Third, the state will recruit and support the nation's most effective teachers and school leaders. New professional development opportunities will be offered, and teacher assessment and salaries will also be reviewed. Fourth, partnerships will be formed among parents, educators, students, and other citizens to support teaching and learning in every community. (JPT)

ED 355 623 EA 024 721

Selected Reform Options for Federal Education Policies and the Elementary and Secondary Education Act.

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date—26 Oct 92

Note—44p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, *Coordination, Educational Change, Educational Improvement, Educationally Disadvantaged, Education Work Relationship, *Efficiency, Elementary Secondary Education, *Federal Programs, Integrated Curriculum, Interdisciplinary Approach, *Poverty Areas, *Public Policy, *Public Schools, Social Services, Special Needs Students, Standards, Student Needs

Identifiers—Congress 103rd, *Elementary Secondary Education Act

The four parts of this memorandum are not intended to be definitive or complete; rather, their object is to present a range of alternative strategies for federal elementary and secondary education policy and to provide an initial basis for discussion. The first problem addressed is that of meeting the serious and multiple needs of children living in areas of concentrated poverty and of the schools serving such children. The second problem is the fragmentation of services and resulting educational, physi-

cal, and social isolation of special needs children. The third problem is the difficult transition that many youths, and particularly minorities and women, often make from secondary schools into the workplace. The last problem discussed is inefficiency in the provision of elementary and secondary education. Collectively, the analyses in this memorandum identify several broad features of potential solutions that would: (1) make connections and increase coordination among elements in the educational system, such as students, families, and schools, and among federal education programs, as well as certain noneducation services; (2) raise standards for students and schools; and (3) do more with current levels of support. (MLF)

ED 355 624

Irwin, Paul M.

Federal Education Funding Trends: A Perspective.

CRS Report for Congress.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—CRS-92-745-EPW

Pub Date—30 Sep 92

Note—38p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Economic Factors, *Educational Finance, Elementary Secondary Education, *Expenditures, *Federal Aid, *Inflation (Economics), Population Growth, Postsecondary Education, *Trend Analysis

Identifiers—*Department of Education, Gross National Product

This analysis provides a statistical overview of appropriations for the U.S. Department of Education (ED) and its predecessor agencies. The report places ED funding in perspective with other types of federal funding and the Gross Domestic Product (GDP), makes adjustments for inflation, and compares education expenditures from federal, state, and local sources. Since ED's inception in 1980, ED budget requests and authority have increased. Compared to social welfare outlays from 1965 to the present, ED outlays reached the highest share in the late 1960s (7.1 percent) and have declined to less than 4 percent since 1982. Compared to total federal outlays, ED expenditures peaked at 2.5 percent in 1971 and again in the late 1970s, and have been below 2 percent until 1993, when they are expected to reach 2.0 percent. As a share of GDP, ED outlays increased from 1965 to the mid-1970s and again through 1981, but have declined since then. Adjusted for inflation, ED outlays decreased by a third from 1981 to 1987, but for the 1965 through 1993 period, they are estimated to reach the highest point in 1993. When adjusted for both inflation and population growth, ED outlays reached their peak in 1981 at \$123 per capita, but dropped to \$100 per capita (approaching 1968 levels) in 1991. The 1992 total education expenditures from all sources, even when adjusted for inflation, are nearly double the 1965 amount. During this time, funds from federal sources have fallen below 10 percent, state funds comprise more than one-third of the total, and local and other funds constituted just over one-quarter of the total. Federal funds now comprise less than 6 percent of elementary and secondary expenditures and over 12 percent of postsecondary education expenditures. Eleven tables and 11 figures make up the greater part of this report. (MLH)

ED 355 625

Irwin, Paul M.

Elementary and Secondary Education Act of 1965:

FY 1993 Guide to Programs. CRS Report for Congress.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—CRS-92-625-EPW

Pub Date—25 Nov 92

Note—43p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Finance, *Educational Improvement, *Educationally Disadvantaged, Elementary Secondary Education, *Federal Aid, *Federal Programs, Resource Allocation, *Special Needs Students

Identifiers—Congress, *Elementary Secondary Education Act, *Hawkins Stafford Act 1988

The Elementary and Secondary Education Act of 1965 (ESEA), as amended, authorizes most federal

programs for elementary and secondary education and is administered by the U.S. Department of Education. The major ESEA program is the Chapter 1, Title I program of grants to local education agencies for supplementary educational and related service to meet educationally disadvantaged students' needs. Other ESEA programs support the special needs of other students (such as migratory children), instruction in selected subjects, or program improvement and innovation. This report describes ESEA's reauthorization status, various ESEA programs, and an appropriations history. Each listing consists of program name, the statutory reference, a brief description, eligible grantees, the allocation method, number of participants, and a "Catalog of Federal Domestic Assistance" reference number. The report also lists unfunded ESEA programs and other non-ESEA programs authorized by the Hawkins-Stafford Act amendments of 1988. Reauthorization of ESEA is anticipated during the 103rd Congress. The ESEA authorizes 46 programs; 39 have been funded since 1988. Appropriations total \$8.6 billion in fiscal year 1993. Of this amount, nearly 80 percent is allocated to Chapter 1, Title I programs, including \$6.1 billion for local education agency grants to provide services for 5 million educationally disadvantaged children. Two appendices contain eight selected references and amendments to P.L. 100-297b programs. (MLH)

ED 355 626

Stedman, James B. Riddle, Wayne C.

National Education Goals and Federal Policy

Issues: Action by the 102d Congress.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—CRS-92-884-EPW

Pub Date—30 Nov 92

Note—26p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Involvement, Educational Change, *Educational Objectives, *Educational Policy, Elementary Secondary Education, *Federal Government, *Federal Legislation, *Government Role, Graduation Requirements, Literacy, National Competency Tests, School Choice, School Readiness, School Restructuring, Standards

Identifiers—America 2000, *Congress 102nd, Deregulation, *National Education Goals 1990

In 1990, President Bush and the nation's governors adopted six National Education Goals for the year 2000, calling for improvements in school readiness, high school graduation rates, curriculum mastery, math and science achievement, adult literacy and skills, and drug abuse and violence levels. Congress faces two overarching issues—identifying education reform strategies most likely to achieve the goals and shaping appropriate federal and congressional roles in reform efforts. Proposed strategies considered by the 102nd Congress included establishing national curriculum standards and assessments, comprehensively reforming state and local education, restructuring individual schools, promoting parental choice, providing more resources for needy schools, deregulating schools, and providing rewards and sanctions for schools. Federal legislation embraced several of these strategies and called for more active congressional involvement in reform efforts. The primary legislative proposal, S.2 (Neighborhood Schools Improvement Act), failed to be enacted. The bill would have codified the goals and supported systemic state-level reform, restructuring grants for local education agencies, limited deregulation waivers, and national curriculum content and delivery standards. "America 2000," President Bush's 1991 strategy to accomplish the national goals, addressed reform of current schools through school choice, development of new model schools, enhancement of workers' skills, and community involvement in school reform. Reauthorization of the Elementary and Secondary Education Act by the 103rd Congress provides an opportunity to consider amendment of current programs to support such strategies. (MLH)

ED 355 627

Essential Components of a Successful Education

System: The Business Roundtable Education

Public Policy Agenda.

Business Roundtable, New York, NY.

Pub Date—89

Note—11p; For a related document, see EA 024 727.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Educational Assessment, *Educational Change, Elementary Secondary Education, *Evaluation Criteria, Preschool Education, Public Schools, School Business Relationship, *School Effectiveness, *Staff Development, Teacher Participation
America's ability to compete, its democratic system, and the future of its children depend upon all children achieving educational success. The Business Roundtable (BRT), representing some 200 corporations, believes that systemic changes are needed to realize essential educational goals. The new educational system advocated by BRT is committed to four operating assumptions: (1) all students can achieve superior academic achievement; (2) knowledge currently exists to teach successfully; (3) high expectations must be reflected in the curriculum for all students, even while instructional time and strategies may vary; and (4) each child requires an advocate. Other necessary components of a new educational system include: (1) performance-based criteria; (2) assessment strategies as strong as the educational outcomes; (3) rewards for schools that succeed, penalties for schools that fail, and incentives for schools to improve; (4) the participation of school staff in making instructional decisions; (5) major emphasis on staff development; (6) high-quality pre-kindergarten programs, especially for disadvantaged students; (7) health and social services sufficient to reduce significant barriers to learning; and (8) technologies that enhance teacher and student productivity and access to learning. (TEJ)

ED 355 628

EA 024 727

The Essential Components of a Successful Education System: Putting Policy into Practice.

Business Roundtable, New York, NY.

Pub Date—Dec 92

Note—39p.; For a related document, see EA 024 726.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Educational Improvement, Educational Planning, Elementary Secondary Education, Participative Decision Making, Preschool Education, *School Business Relationship, *State Action, *State Departments of Education, *Strategic Planning
Identifiers—*Educational Restructuring, National Education Goals 1990, *Outcome Based Education

In September 1989, the Business Roundtable committed to a 10-year effort to work with state policy makers and educators to restructure state education systems and ensure that all students achieve at high levels. To guide this effort and achieve the 1990 National Educational Goals, the Roundtable adopted nine essential components of a successful education system. First, a successful education system assumes that: every student can learn at significantly higher levels and can be taught successfully; high expectations for every student are reflected in curriculum content, though instructional strategies may vary; and every student and every preschool child needs an advocate—preferably a parent. Furthermore, a successful system contains the following components: it is outcome-based; uses strong and rich assessment strategies; rewards schools for success, helps schools in trouble, and penalizes schools for persistent or dramatic failure; involves school-based staff in instructional decisions; emphasizes staff development; provides high-quality pre-kindergarten programs, at least for every disadvantaged child; provides health and other social services sufficient to reduce significant learning barriers; and uses technology to raise student and teacher productivity and expand learning access. This report describes state policies exemplifying these nine components and state-level strategies for achieving them, highlighting Kentucky's reform plan. An executive summary is appended. (Contains 38 references.) (MLH)

ED 355 629

EA 024 728

Guidelines for Designing a School Profile.

National Association of Secondary School Principals, Reston, Va.

Pub Date—92

Note—36p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1537.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Academic Records, *Admissions Officers, College Admission, College School Cooperation, Higher Education, High School Graduates, High Schools, *Institutional Characteristics, *Profiles, *School Statistics

High school profiles are often essential for college admissions officers interpreting information from applicants or schools. Not all secondary schools are well known to all college admissions staff members, and as schools and college admission staffs change, knowledge of a high school's standards, curricula, and student body may not exist. Accurate, current, and complete school profiles provide admissions officers with information benefitting admission decision making. A profile is also helpful for other secondary schools (for transfers) and for employers. In 1991-92 National Association of Secondary School Principals' Committee on School-College Relations recently met to revise the 1984 booklet, "Guidelines for Designing a School Profile," which was developed to assist college admissions officers and to simplify profile preparation for secondary school staff members. The committee also developed an updated outline for basic school profile content and layout and recommended that all secondary schools make use of this outline when preparing or revising their profiles. The principal criteria used in its development are: (1) the essential function of school profiles should be to assist all potential users of the school transcript; therefore the data should be both necessary and sufficient; and (2) because users should be able to quickly and accurately draw conclusions about the school, the outline should contain clearly presented and relevant facts. In short, every transcript should be accompanied by a school profile that is concise, easy to read, and predictable in content. The bulk of this document consists of the suggested profile outline and 10 examples of school profiles chosen for their compatibility in content and organization with the recommended guidelines. (TEJ)

ED 355 630

EA 024 729

Tips for Principals from NASSP, 1991-1989.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-252-4

Pub Date—91

Note—91p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrative Policy, *Administrative Problems, *Administrator Guides, Administrators, Planning, *Principals, *School Administration, Secondary Education, Student Development, *Teacher Administrator Relationship

Identifiers—National Association Secondary School Principals

This guide is a compilation of tips for administrators, particularly secondary school administrators, on a wide variety of topics. It includes all tips published in a National Association of Secondary School Principals (NASSP) newsletter from 1981 to 1989. "How-to" information is provided in all the following areas: first-year teacher assistance, human relations, technology-assisted administration, improved supervising, conscious-effort administration, school improvement mission statements, school vandalism, staff communication, staff evaluations, homework programs, school-communication crisis planning, staff development, cocurricular activities, information use, teacher observations, public speaking, death in school, and staff members' personal problems at school. Also covered are staff meetings, inservice education, student input, inservice climate, substitute teaching programs, writing skills, assistant principal effectiveness, desktop publishing, lobbying, research, school assemblies, personnel management, time management, staff motivation, instructional use of microcomputers, school newsletters, teacher absenteeism, library/media centers, school newspapers, beginning the school year, student teachers, special student mainstreaming, student leaders and student and school goals, and writing for publication. (JPT)

ED 355 631

EA 024 730

Cushman, Kathleen

Taking Stock: How Are Essential Schools Doing?

National Association of Secondary School Principals, Reston, Va.

pals, Reston, Va.

Report No.—ISSN-0912-6160

Pub Date—Dec 91

Note—10p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1537 (\$2, quantity discounts; payment must accompany all orders of \$15 or less).

Journal Cit—Practitioner; v18 n2 Dec 1991

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Assessment, Educational Quality, Elementary Secondary Education, *Evaluation, Longitudinal Studies, *Performance, *School Effectiveness, *Student Characteristics, *Teacher Characteristics

Identifiers—*Coalition of Essential Schools

Monitoring school performance has become an overriding concern in American political and educational circles, and some of that scrutiny is being directed at the Coalition of Essential Schools (CES). However, there is concern that pressure to prove the effectiveness of Essential Schools may overshadow efforts to actually improve education. Taking Stock is a project that uses a 9-year longitudinal study to track students in Essential Schools (ES) through high school and 5 years afterward. Coalition schools monitor attendance and graduation rates, standardized test scores, and college acceptances. A survey of 1,762 teachers at 46 Essential Schools divided educators into high involvement (HI) and low involvement (LI) groups. According to the survey, HI teachers were more involved in cooperative-planning teams, enjoyed more favorable teaching conditions, and were more likely to teach English or social studies. A survey of 427 ES and 185 non-ES students revealed that ES students are more likely to plan to go to college, to have jobs but spend less time at them, and to study more. A different way to assess the effectiveness of Essential Schools reform is to look at the whole system, not only student performance, but changes in climate and policy in school districts as well. (JPT)

ED 355 632

EA 024 731

A Green Mountain Challenge: Very High Skills for Every Student—No Exceptions, No Excuses.

1992-1993.

Vermont State Dept. of Education, Montpelier.

Pub Date—93

Note—31p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *Educational Improvement, *Educational Objectives, *Educational Policy, Elementary Secondary Education, *School Restructuring, State School District Relationship

Identifiers—Partnerships in Education, *Vermont, *Vermont State Department of Education

Vermont's State Board of Education in 1990 set four primary goals for its educational system: produce well-rounded individuals and citizens, restructure schools to support very high performance for all students, develop the best teachers and administrators in the nation, and create partnerships to support education. Also, a common core of learning required of all students is being developed. In the area of assessment, fourth and eighth graders currently compile examples of their best writing and mathematics work as well as take a uniform test. Literacy of all adults is sought by the year 2000. A comprehensive school restructuring plan has been created to challenge all students and emphasize high performance. Meeting the needs of special education students and graduating students and adults from technical education programs who have the necessary academic and technical skills to enter the work force are also goals. Other goals include improving middle-grade education, establishing professional standards for educators, creating family-school-community partnerships, and supporting young children and families. School choice, governance, and finance are three other important subjects to be addressed. A month-by-month calendar of steps to reach Vermont's education goals is included. (JPT)

ED 355 633

EA 024 732

Baldwin, Grover H.

School Site Management and School Restructuring. NOLPE Monograph Series, No. 47.

National Organization on Legal Problems of Educa-

tion, Topeka, Kans.
Report No.—ISBN-1-56534-055-8
Pub Date—93
Note—95p.

Available from—National Organization on Legal Problems of Education, Southwest Plaza, Suite 223, S.W. 29th, Topeka, KS 66614.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Advisory Committees, Elementary Secondary Education, *Legal Problems, *Legal Responsibility, *School Based Management, *School Law, School Restructuring, *State School District Relationship, Teacher Role

Included in calls for change during the school reform of the 1980s were demands that teachers be given more control over education in the classroom. Such calls have led to the propagation of changes in the schools that allow teachers to take the lead in education, with school management being left to administrators. These changes create legal questions about the roles of school boards, administrators, and states in governing schools, management prerogatives, and the role of parents in education. This report addresses school-site management and newer reform issues, reviews important court decisions, and projects future areas of legal concern to teachers and administrators. Because education is a state responsibility, local school districts must obtain permission from the state to develop school-site management plans. In addition, local school boards may not, without the permission of the state legislature, give administrators or school boards unlimited authority to run schools. However, school boards are the arbiters of disputes over control of school reform and represent the community. Following an introduction, the monograph's five core chapters focus on educational governance and school-site management, school-site management and school-restructuring issues, administrators and restructuring efforts, professional staff and restructuring efforts, and student rights and school choice. Conclusions and implications are offered in a final chapter. A table of cases is included. (Contains 25 references.) (JPT)

ED 355 634 EA 024 733

Keefe, James W.
Learning Style: Cognitive and Thinking Skills.
Instructional Leadership Series.

National Association of Secondary School Principals, Reston, Va.

Pub Date—91
Note—25p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Education, *Cognitive Processes, *Cognitive Style, High School Students, Instructional Leadership, Junior High School Students, *Learning Modalities, *Learning Strategies, Middle Schools, Secondary Education

Identifiers—*Learning Style Profile (NASSP)

Learning style is the foundation of successful teaching and teaching for thinking. The recent conceptualization of the brain as a complex system for processing and storing information can be meaningful to educators. Too many schools, however, rely on a rather mechanistic approach to learning. Future school administrators must be taught to understand information processing as a part of learning. Most early research into learning style was too preoccupied with finding the one perceptual mode that would best increase learning or retention. In 1937, however, Allport coined the term "cognitive style," and research in this area expanded greatly after World War II. In the 1950s the term "learning style" began to be used in discussing the dynamics of groups at work, and current efforts to explain the underlying processes of learning reflect three lines of research, the first emphasizing the cognitive style; the second stressing students self-perceptions; and the third resting heavily on personality theory. In 1979, the National Association of Secondary School Principals (NASSP) helped establish the National Learning Styles Network to study developing learning styles research. The Network proposed

that all information must pass through an individual's information processing system to be learned, retained, and recalled. The Task Force adopted a research model in which learning style encompasses cognitive, affective, and physiological/environmental dimensions. The NASSP also developed the Learning Style Profile (LSP) designed to give teachers an easy way to determine learning styles in middle level and senior high school students. The LSP diagnoses student's cognitive styles, perceptual response tendencies, and study/instructional preferences. As a first-level diagnostic, the LSP can be used to create individual student profiles or group profiles that are useful in creating learning style-based instruction. Sample questions from the LSP are included. Contains 26 references. (JPT)

ED 355 635 EA 024 734

Powe, Karen
Visionary Leadership and the Waves of the Future.

Pub Date—92
Note—5p.

Journal Cit.—Updating School Board Policies; v23 n8 p1-3 Oct-Nov 1992

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Policy, *Board of Education Role, *Educational Change, *Educational Trends, Elementary Secondary Education, *Futures (of Society), Governance, *Leadership Qualities, *Leadership Responsibility, Public Schools

Identifiers—*Nanus (Burt)

The National School Boards Association has developed a new statement that identifies four themes of governance for school boards today: setting the vision for education in the local community; establishing the structure and environment to implement the vision; assessing performance progress toward achieving the vision; and being the preeminent advocate for the public schools and their students. This article on vision and educational leadership is the first of four articles that will address each of the governance themes. Burt Nanus, professor of management and director of research at the Leadership Institute, University of Southern California, suggests that the central requirement of visionary leadership is the ability to make appropriate changes. Nanus offers the following suggestions for the "prudent visionary": (1) do not do it alone; (2) do not be overly optimistic; (3) reduce the possibility of unpleasant surprises; (4) watch out for organizational inertia; (5) do not be too preoccupied with the bottom line; (6) be flexible and patient in implementing the vision; and (7) never get complacent. (MLF)

ED 355 636 EA 024 736

Tucker-Ladd, Patty. And Others
School Leadership: Encouraging Leaders for Change. Occasional Papers: School Leadership and Education Reform, OP#8.

National Center for School Leadership, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92
Note—30p.

Available from—National Center for School Leadership, University of Illinois/Urbana-Champaign, 1208 W. Springfield, Urbana, IL 61801 (\$4).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Effectiveness, *Administrator Role, Educational Change, Elementary Secondary Education, Instructional Leadership, *Leadership Styles, *Leadership Training, Motivation Techniques, Participative Decision Making, *Teacher Administrator Relationship

Identifiers—*Leaders for Change, *Transformational Leadership

This paper is premised on the belief that school leaders can influence the climate and culture of schools, thereby affecting student learning outcomes. Leaders for Change, an inservice training program developed and tested by the National Center for School Leadership, was greatly influenced by the thinking of Doug Mitchell, who, in "Principal Leadership: A Theoretical Framework," distinguishes between transactional and transformational leadership styles. Transactional leadership involves an economic, political, or psychological exchange between the leader and the follower. Transformational leadership occurs when leaders and followers motivate each other toward greater aspirations. Mitchell also distinguishes between a settlement

culture characterized by standardized work activities and a frontier culture characterized by problem-solving work activities. Four postulates provide the core beliefs for school leaders committed to change: (1) in their relationships with followers, leaders for change inspire them to accept and achieve values-driven, high level goals; (2) leaders use collaborative and inclusive decision-making structures; (3) leaders recognize that school needs are contextual; and (4) leaders evaluate the effects of improvement efforts in terms of a variety of student outcomes. The Leaders for Change program embraces a curriculum promoting these postulates. Translating leadership theory into practice is the goal of the training program. It is expected that the program's emphasis on understanding schools' contextual realities, rather than the particular tasks performed by principals, will assist leaders in developing values-driven leadership, collaborative working relations with subordinates; understanding of contemporary research on teaching and learning, goal setting and plan implementation, and evaluative components of development plans. An appendix outlining the program curriculum is included. (Contains 13 references.) (TEJ)

ED 355 637 EA 024 737

Muehr, Martin L. And Others
School Leader as Motivator. Occasional Papers: School Leadership and Education Reform, OP#9.

National Center for School Leadership, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92
Contract—R117C80003; RT15A0030

Note—32p.

Available from—National Center for School Leadership, University of Illinois/Urbana-Champaign, 1208 W. Springfield, Urbana, IL 61801 (\$4).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Administrator Effectiveness, Administrator Role, Educational Change, *Educational Environment, Elementary Education, Elementary Schools, Intermediate Grades, Junior High Schools, Leadership Qualities, Leadership Styles, Middle Schools, *Motivation Techniques, School Attitudes, *Student Motivation

This paper focuses on the role of the school leader as motivator. In particular, attention is given to what those in school leadership roles can do to enhance the personal investment of students in learning. A conceptual model is outlined which suggests that school leaders affect not only the degree, but also the quality of student motivation by influencing the "psychological environment" of the school. A program of research is described that explicates that relationship and demonstrates the validity and utility of the model. Special attention is given to the definition of "psychological environment" and to specifying its antecedents and consequences. Field studies at both the elementary and middle school levels are described to illustrate how leaders can work on the school environment in a way that will influence student motivation. Building especially on the preliminary results of these field studies, specific implications for practice are discussed. (Contains 69 references.) (Author)

ED 355 638 EA 024 739

Preskill, Stephen
Biography and Leadership: Exploring Issues of Race and Gender.

Pub Date—92
Note—15p; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biographies, Black Leadership, Doctoral Programs, Graduate Students, Higher Education, *Leadership, *Racial Bias, *Sex Bias, *Teacher Education

Identifiers—*University of Saint Thomas MN

The study of biography, particularly the different roles people assume to overcome institutional constraints and prejudice, provides important insight into connections between society and the individual and between leaders and followers. Biography can be used effectively to examine leadership issues,

particularly from an African-American perspective. It humanizes history and helps us connect with political, social, and economic forces. Biography is used in this way in a doctoral Educational Leadership Program at the University of St. Thomas in St. Paul, Minnesota. The course begins with readings on the nature of biography, experiences of skilled biographers, and sketches of white, male leaders. These works are contrasted with biographies of black leaders, illustrating the importance of difference and alienation in black leadership. Also, it shows African-American leadership as being driven by the search for freedom and autonomy. Biographies of black leaders also highlight the theme of education and the responsibility communities have for educating their members. The class also examines how gender has been a constant barrier to leadership. Biographies can expand leadership theory beyond the white, male experience, and confirm that leaders over time acquire a strong sense of themselves. (Contains 22 references.) (JPT)

ED 355 639 EA 024 740

Goldman, Paul Smith, Neil

Filling the Frames: Using Bolman and Deal To Analyze an Educational Innovation.

Pub Date—91

Note—15p; Revision of a paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Kingston, Ontario, Canada, June 2-5, 1991).

Pub Type—Reports—Research (143)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, Measurement Techniques, *Organizational Change, *Organizational Effectiveness, Organizational Theories, *School Restructuring, Teacher Evaluation

Identifiers—*British Columbia, *Program for Quality Teaching BC

Research on how to measure the success of educational innovations is lacking. However, a form of analysis called "organizational frames" can be used to study organizational change in schools. This approach was used to evaluate British Columbia's "Program for Quality Teaching" (PQT). The organizational-frames approach identifies four aspects of organizational life: bureaucratic-structural, human resource, political, and cultural symbolic. This framework is well suited for understanding schools because it stresses the human resource and symbolic frames. PQT was a peer consultation program that incorporated observation and feedback. Teachers improved their teaching by observing colleagues and providing feedback. PQT's growth and survey results indicated the program was successful. There was not a strong bureaucratic-structural aspect because the program did not seriously disrupt the teachers' schedules. However, PQT was profoundly political and was tied to the struggles between the teachers' union and the government. The symbolic and cultural aspects of PQT were visible to school staff and had several dimensions. The cooperation required by the program demonstrated that administrators and staff could work together. PQT also fulfilled human resource needs by serving as a professional-development program. (Contains 19 references.) (JPT)

ED 355 640 EA 024 741

Aldrich, Richard

The Emerging Culture of Educational Administration: A UK Perspective.

Pub Date—Jul 92

Note—19p; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Darwin, Northern Territory, Australia, July 5-8, 1992).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Administrative Change, *Administrative Organization, *Educational Administration, *Educational Change, *Educational History, Elementary Secondary Education, Foreign Countries

Identifiers—*United Kingdom

Organization of the United Kingdom's education system mirrors its political divisions; education is different and somewhat autonomous in each area: England, Scotland, Wales, and Northern Ireland. The Department of Education and Science, based in London, oversees the English education system. Education in the United Kingdom has a longstanding foundation of voluntary provision based on the

Church and private philanthropy. In recent years, local power in English education has been based in some 100 Local Education Authorities (LEAs). This has led to some wide disparities between educational systems. The educational system is divided into primary schools, secondary schools, and higher education. The overriding feature of all three parts is that historically they have not invested much in administration. The origins of educational reform can be traced to three sources: the oil crisis of 1973-74, Labour party views, and the Conservative radicalism of Margaret Thatcher. This Conservative educational view was implemented through a series of reform laws. It is still uncertain what the long-term effect of this reform period will be. However, the role of educational administration and administrators has been changed significantly, and local educational authorities have been depleted. (JPT)

ED 355 641 EA 024 742

Petry, John R.

Efficiency vs. Effectiveness: Can W. Edwards Deming's Principles of Quality Management Be Applied Successfully to American Education.

Pub Date—6 Nov 92

Note—11p; Paper presented at the Annual Meeting of the American Educational Studies Association (Pittsburgh, PA, November 1992).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Administrative Organization, *Administrator Role, Efficiency, Elementary Secondary Education, Leadership Qualities, *Leadership Styles, Outcomes of Education, Power Structure, *Systems Approach

Identifiers—*Total Quality Management

The field of education has been slow to recognize the Total Quality Management (TQM) concept. This resistance may result from entrenched management styles characterized by hierarchical decision-making structures. TQM emphasizes management based on leadership instead of management by objective, command, and coercion. The TQM concept consists of five key elements: (1) customer focus; (2) systematic improvement of operations; (3) development of human resources; (4) long-term thinking; and (5) commitment to quality. These have been translated for use in education in ways that emphasize the end result of improving student performance. Indicators for the Forrest City, Arkansas, TQM program are academic achievement, employee satisfaction, student satisfaction, community involvement, community reception, and physical layout. If success for all students is not emphasized, TQM is not operational. A systems approach will help ensure continuous improvements, and a critical-path program is necessary for application of TQM given the many variables involved in the school system. There is insufficient evidence to assess the potential effectiveness of the TQM concept in the educational context, making the acquisition of more data from additional studies an important objective. (TEJ)

ED 355 642 EA 024 743

Morris, Christine

Pressure Groups and the Politics of Education.

Pub Date—Dec 92

Note—7p.

Journal Cit—Updating School Board Policies; v23 n9 p1-5 Dec 1992

Pub Type—Journal Articles (080)—Opinion Papers (120)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Board of Education Policy, *Board of Education Role, *Censorship, Community Support, *Conflict Resolution, *Decision Making, Elementary Secondary Education, Instructional Materials, *Politics of Education, Public Schools, School Law

Identifiers—*Special Interest Groups

Local governance of education is based on recognizing and protecting the rights of minorities while attempting to meet the needs of all. Legally, various courts across the country have upheld the rights of school officials to make choices regarding curriculum textbooks, library books, and general subject matter. Board policy should include the following: (1) an up-to-date policy on selection of curriculum and materials including a citizen advisory committee; (2) a period of written public comment on the proposed curriculum with materials available for

public viewing; (3) a policy regarding complaints and/or reconsideration of existing curricula or instructional materials; and (4) enforcement of procedural rules at public board meetings. The political response to pressure groups is to identify the challenge by researching the challenging organization's tactics carefully and to designate a representative to field all questions on the subject under debate. The School District of Oconee County in Walhalla, South Carolina, provides a practical example of preparation and planning. Following public discussion of the issues, the school board initiated a citizens committee that utilized a 10-step review procedure. Appended is a list of five organizations that can help school boards meet the challenge. (MLF)

ED 355 643 EA 024 747

Beck, Clive

Better Schools: A Values Perspective.

Report No.—ISBN-1-85000-623-7

Pub Date—90

Note—203p.

Available from—Falmer Press, Taylor & Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007 (\$32.50 paperback—ISBN-1-85000-623-7; \$65 hardcover—ISBN-1-85000-622-9; shipping and handling 4 percent of order over \$50).

Pub Type—Books (010)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Cultural Awareness, Ecology, Economics Education, *Educational Change, *Educational Objectives, Elementary Secondary Education, *Ethical Instruction, Global Approach, Minority Groups, Politics, Racial Factors, Religious Education, *Role of Education, *School Responsibility, Social Responsibility, *Social Values, Theory Practice Relationship

The purpose of this book is to identify schooling goals and suggest what form of schooling is needed to achieve them. Although schools manage to care for children and give them a social, cultural, and intellectual grounding they also massively deprive children of intellectual and cultural stimulation and enormously distort children's perception of social and political reality. Reconciling these assessments (schools' solid record of achievement versus their scandalous performance) hinges on recognizing the close link between school and society. This book calls for a new vision of school and society's goal—to promote human well-being as equitably as possible throughout society and around the world. While not neglecting traditional basics, schools must stress personal and social education. Schools should advocate certain outlooks and attitudes and model them for students. To pursue equality and build community, students should study a largely common curriculum in nonselective schools and heterogeneous classes. Part 1 of the book focuses on selected key goals and pedagogical issues and four major interest groups (students, teachers, parents, and society). Part 2 concentrates on specific problem areas: compulsion, indoctrination, and questions related to religion, race, ethnicity, and class. Part 3, presenting new curriculum priorities, discusses moral and values education, religious and spiritual education, political education, and global education. The book contains numerous chapter references and an index. (MLH)

ED 355 644 EA 024 748

Fossey, Richard

Site-Based Management in a Collective Bargaining Environment: Can We Mix Oil and Water?

Pub Date—92

Note—18p; Paper presented at the Education Law Seminar of the National Organization on Legal Problems of Education (Breckenridge, CO, February 28-March 3, 1992).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Collective Bargaining, *Decision Making, Elementary Secondary Education, *Management Systems, Public Schools, *School Based Management, *School Restructuring, *Teacher Administrator Relationship, Unions

Site-based management has become a popular school reform strategy. However, conflicts can arise when school districts with collective bargaining try to implement site-based management. Site-based management depends on collaboration and cooperation among educators, both of which conflict with collective bargaining's adversarial nature. There is little evidence that site-based management has improved divisive labor-management relationships,

particularly in cities. While collective bargaining clearly delineates the responsibilities of management and labor, site-based management involves teachers in decision making. Site-based management's encouragement of diversity also contrasts with collective bargaining's emphasis on uniformity. Introducing site-based management into a collective-bargaining environment can cause several problems. The adversarial grievance process of collective bargaining hinders collegial problem-solving and shared decision-making. Too often, site-based management is implemented without working with non-teaching employee unions. Also, including teachers in staffing decisions run counter to collective bargaining's seniority-based transfer rules. Contract renewal time also creates tension inconsistent with site-based management. In conclusion, school districts that adopt site-based management must consider the entire relationship between the district and its unions. Twenty-one endnotes are included. (JPT)

ED 355 645 EA 024 749

Milstein, Mike M. And Others
Internship Programs in Educational Administration: A Guide to Preparing Educational Leaders.
 Report No.—ISBN-0-8077-3079-3
 Pub Date—91
 Note—159p.

Available from—Teachers College Press, Teachers College, 1234 Amsterdam Avenue, New York, NY 10027 (\$19.95, ISBN-0-8077-3079-3—paperback; hardcover—ISBN-0-8077-3080-7).

Pub Type—Guides - Non-Classroom (055)
 Document Not Available from EDRS.

Descriptors—*Administrator Education, *Educational Administration, Elementary Secondary Education, Higher Education, *Internship Programs

This book provides guidance for the development, implementation, management, and evaluation of effective internship programs. It can be helpful to those who are responsible for developing and conducting internship programs, interns, intern supervisors, and those who are responsible for developing policies for internship activities. Chapters focus on the following topics: the increasing demand for administrative internship programs; recruitment and selection of participants; designing the internship program; the knowledge base on the internship program; working relationships among school districts, the university, and the interns; placement and follow-up; and evaluating interns and the internship program. Appendix A includes guidelines for mentoring and project development as well as selected bibliographies. Appendix B provides a list of sources for administrative competency expectations, state departments of education, and principal preparation programs. Appendix C includes suggested surveys and evaluation forms. Appendix D provides brief scenarios. (Contains 89 references.) (JPT)

ED 355 646 EA 024 750

Rittelmeyer, Christian
Healthy Schools.

Pub Date—Oct 92

Note—10p.; Paper presented at the International Seminar organized by the Austrian Federal Ministry of Education and Art, the Austrian Institute for School and Sports Facilities, and the Organisation for Economic Cooperation and Development (OECD) Programme on Educational Building (Vienna, Austria, October 5-8, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Building Design, *Built Environment, *Color Planning, *Educational Environment, *Educational Facilities Design, Elementary Secondary Education, Foreign Countries, Visual Perception

Identifiers—*Germany

A survey of several hundred German students led to two theses on school environment and learning. First, students find school buildings attractive only if they conform to certain features of the human sensory system such as balance. Second, students consider school buildings attractive and inviting only if their architectural message meets such social needs as warmth and openness. Humans perceive structure not only through conscious sight, but through dynamic perceptions of composition or pattern. This spontaneous dynamic apprehension process must take place before one can perceive a structure as "rigid," "dynamic," "living," or

"dead." In addition, buildings always activate the human sense of balance, which is important in determining a person's relationship to space. Research shows that to regain their own sense of balance, students use eye movements to compensate for shapes that are displayed obliquely. Oblique structural angles upset the sense of balance and create a hostile architectural geometry. By contrast, balanced structures containing obliques and oblique counterangles are perceived as lively and exhilarating. Students who perceive antisocial messages in architecture may try to ignore, counter, or visually evade the structure. Thus, a school building can be attractive only if it provides various and stimulating structural shapes and colors, liberating and unconstrained configuration, and warmth and softness of colors and shapes. (JPT)

ED 355 647 EA 024 751

Doverspike, David E. Cone, W. Henry
The Principal and the Law. Elementary Principal Series No. 7.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
 Report No.—ISBN-0-87367-454-5
 Pub Date—92

Note—35p.
 Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Guides, *Corporal Punishment, *Discipline, Elementary Education, Elementary School Students, *Legal Responsibility, *Principals, School Law, Special Education, Student Rights, *Torts

Identifiers—*Education for All Handicapped Children Act, *Family Educational Rights and Privacy Act 1974, Goss v Lopez

Developments over the past 25 years in school-related legal issues in elementary schools have significantly changed the principal's role. In 1975, a decision of the U.S. Supreme Court established three due-process guidelines for short-term suspension. The decision requires student notification of charges, explanation of evidence, and an informal hearing. Principals should create a written discipline code incorporating these elements and any applicable state laws. In the area of corporal punishment, the Supreme Court has examined both constitutional issues—cruel and unusual punishment—and due process, and tort law. And while corporal punishment is constitutionally permitted with certain restrictions, even following applicable laws and guidelines does not eliminate the possibility of litigation arising from its use. Negligence torts and intentional torts are the two most common forms of tort liability experienced by principals. Safeguards against such tort cases can include effective supervision of school activities, inservice sessions on supervision for teachers, supervisory staff monitoring, and routine safety checks of equipment and facilities. Principals should also be concerned about legal issues in a relatively new area, special education. The changing characteristics of the family also present legal problems in the areas of student records and custody issues. (Contains 13 references.) (JPT)

ED 355 648 EA 024 752

Meyers, Kenneth Brall, John W.
The Principal and School-Based Staff Development. Elementary Principal Series No. 8.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
 Report No.—ISBN-0-87367-453-3
 Pub Date—92

Note—34p.
 Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Guides, *Administrator Role, Elementary Education, *Inservice Education, *Principals, School Based Management, *Staff Development

School-based inservice programs are the best way to achieve staff development and keep up with changing educational needs. Effective staff development programs should be comprehensive enough to meet the needs of all school staff. Good programs also help foster collegiality among staff, increase participation and communication, involve parents, and utilize administrative leadership. For principals, working on a district needs-assessment committee

or applying for a district grant can facilitate school-based staff development. The first step to establish an inservice program is forming a needs assessment committee. Principals must be actively involved in planning, but should avoid dominating the process. Communication with staff can be maintained through an Administrative Advisory Committee. The length of inservice programs should be governed by the topic. Several methods can be used for delivering inservice programs: informational, demonstration, resource support groups, staff development resource centers, summer staff development opportunities, travel, teacher visitations, and parent workshops. In choosing a site for inservice programs, the length of training, cost, access to resources, and teachers' desire to get away from the workplace should be considered. Lastly, inservice programs should utilize resources in the school, and community. Sources for additional guides to planning inservice programs are included. (Contains 19 references.) (JPT)

ED 355 649 EA 024 753

Webster, William E. Luehe, Bill
The Principal and Strategic Planning. Elementary Principal Series No. 9.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
 Report No.—ISBN-0-87367-456-1
 Pub Date—92

Note—29p.
 Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, *Educational Planning, Elementary Education, *Principals, School Restructuring, *Strategic Planning

For principals leading site-based structuring and improvement efforts, strategic planning is an important tool. Strategic planning melds short-term and long-term planning models and considers outside variables and school resources. Teaching staff, community members, district office personnel, and consultants all have essential roles in strategic planning. Additionally, strategic planning provides structure for accountability in school change and reform. Many reform efforts have failed largely because they did not utilize effective planning mechanisms. For principals, it is best to seek district-wide support for strategic planning. Also, teachers, administrators, and others involved should attend strategic planning training sessions. Individual strategies and preventive action must be taken to limit resistance to strategic planning. Committees are the basic means for site-level strategic planning. An Organizational Status Report that includes data inventories of the school, staff, and community is the committee's first task. Next, a brief mission statement should be drafted defining where the school is and where it is headed. Broad goals and objectives, the means to achieve goals, should then be formulated. With goals and objectives set, specific activities can be planned. Finally, a monitoring system should be established. All parties should be familiar with the plan prior to implementation, and changes should be expected. (Contains 12 references.) (JPT)

ED 355 650 EA 024 756

State Education Indicators, 1990: For the School Year 1989-1990.

Council of Chief State School Officers, Washington, D.C.
 Pub Date—90

Note—71p.
 Available from—Council of Chief State School Officers, State Education Assessment Center, 400 N. Capitol Street, Suite 377, Washington, DC 20001-1511 (\$12.50).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Assessment, Educational Development, Educational Policy, *Educational Trends, Elementary Secondary Education, National Surveys, School Effectiveness, *School Statistics, *State Norms, *State Surveys, Teacher Certification, Teacher Education

Identifiers—Council of Chief State School Officers, *Educational Indicators, *National Assessment of Educational Progress

It is crucial that measures and indicators for important aspects of the educational system be found and collected. As the education system strives to meet commonly identified goals, effective inputs be-

come easier to identify and become more amenable to common collection and use, overcoming the two major impediments to developing national education indicators: the lack of sufficient incentive to collect information, and balkanized data collection programs. This report provides new and important data regarding teacher preparation, certification, and assessment; state instructional efforts; models of instructional reforms; and data from the 1990 NAEP mathematics assessment. Gaps in the report's data include cost-of-living factors when measuring per-pupil costs; direct measures for physically and linguistically handicapped students; measures of teachers' professional performance; and school completion rates and achievement. Collection of valid state-level indicators is crucial to providing information for future educational policies. Over the long run, a comprehensive data set could tell policy makers that certain policies, under given environmental conditions, seem to be associated with certain outcomes, adding immensely to the information base upon which educational policy is made. Seven charts and 29 tables of state-by-state data are included. (TEJ)

ED 355 651

EA 024 760

Gustad, Joan

Substance Abuse Policy. ERIC Digest, Number 80. ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-93-2

Pub Date—Apr 93

Contract—R188062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; \$2.50 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcohol Abuse, *Board of Education Policy, *Discipline Policy, Drug Abuse, Elementary Secondary Education, *Policy Formation, Student Rights, *Substance Abuse Identifiers—ERIC Digests

Substance abuse affects American children across all geographic and economic boundaries and has been linked to poor academic performance, truancy, and dropping out. Schools lacking clear alcohol and drug policies are more likely to experience problems with substance abuse. A districtwide substance abuse policy makes a public statement that educators are aware of and have a consistent approach to the problem. A policy should begin with a philosophical statement outlining the district's position on substance abuse. The discipline code should clearly specify what constitutes a drug offense. These measures should be accompanied by intervention and prevention policies. Developing these policies should involve all stakeholders in the educational community, including students, educators, parents, law enforcement personnel and citizens. Once a substance abuse policy is created, communication and revision of the policy should be ongoing. In implementing a substance abuse policy, schools should balance their obligation to provide a safe school environment with students' privacy and right to due process. (JPT)

ED 355 652

EA 024 761

Hord, Shirley M.

Images of Superintendents' Leadership for Learning.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—400-86-0008

Note—105p; Support also received from the Meadows Foundation.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Role, Educational Development, Elementary Secondary Education, *Leadership, *Occupational Information, *School Restructuring, *Superintendents, *Teacher Administrator Relationship

Reassessment of the role of the superintendent largely has been excluded from the educational reform movement of the 1980s. This paper contends

that superintendents must utilize a new "leaderly" model of active instructional leadership in superintending to improve the education of students. The paper is a tool for those working to include revision of the superintendent's role in educational reform. The first section reviews the evolution of the superintendent's role and the emerging instructional-leadership function. Leadership and vision also are defined. Section 2 presents the superintendent's role from the perspective of school boards, researchers, the public, and superintendents themselves. Section 3 examines how superintendents shape the way staffs and schools function to reflect their visions for instruction and learning. The paper concludes in section 4 with consideration of the concerns and improvement processes superintendents encounter in providing leadership for school reform and improvement. Superintendents can give direction and purpose to the educational process and lead principals and teachers. (Contains 127 references.) (JPT)

ED 355 653

EA 024 765

Marshall, Catherine

The Unsung Role of the Career Assistant Principal.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISBN-0-88210-272-9

Pub Date—93

Note—64p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1537.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Administrator Characteristics, *Administrator Responsibility, *Administrator Role, *Assistant Principals, Elementary Secondary Education, Job Satisfaction, *Occupational Information, Rewards

Common views of the assistant principal (AP) as the "Marine Corps sergeant type" with nowhere better to be are outdated. Career APs have diverse roles in school administration, often including, but not limited to, discipline. Many career APs find rewards in working with children and put high value on having a balanced personal life. Two researchers observed and interviewed 10 APs as well as interviewing their principals, colleagues, spouses and others who had observed their work over a long term. Additional surveys (of 26 APs) and focus groups interviewing (of 14 award-winning APs) were also conducted. Typically, APs start their day early with meetings with administrators, teachers, or parents. Then they begin to walk the halls to monitor students. Their professional duties often continue after the work day is over. APs most often cite helping students as the main reward of their positions. Other rewards include solving problems, helping teachers, and setting a stable school atmosphere. APs appreciate consistent policies, noninterference, support, and good salaries. Increasingly, APs are being asked to take on more responsibility as educational needs change. Three appendixes are included on research methods, a focus-group interview guide, and an open-ended survey. (JPT)

ED 355 654

EA 024 768

Shapiro, Joan Poliner And Others

Towards a Resolution of a Paradox between Diversity and Accountability for School Administrators: Application of the Principles of Feminist Assessment.

Pub Date—31 Oct 92

Note—37p; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Feminism, Minority Groups, *Multicultural Education, Outcomes of Education, *Research Methodology, School Effectiveness, *Social Integration, *Standardized Tests, Womens Studies

Identifiers—America 2000

Recent debates regarding the crisis in American education have led to two essentially contradictory positions: one calling for a movement away from a unified concept of education toward a concept which recognizes and incorporates diversity; and the other calling for increased accountability on all

levels of education. The purpose of this paper is to discuss and analyze these two positions from the perspective of educational administration, and then to offer a solution which may be capable of resolving some of the paradoxes inherent in these two reforms. A multicultural curriculum should address issues of race, ethnicity, gender, social class, sexual diversity, and bilingualism. Some feel this vision threatens the school's traditional function of transmitting the dominant culture; in any case it poses the question: can schools be reconceptualized to represent and value diversity while at the same time maintaining that historical role? This problem becomes almost unsolvable in light of the present strident demands for accountability through the use of national tests. Ensuring accountability through standardized tests is a central theme of "America 2000" and other recent reform efforts. Although understandable, efforts to promote accountability through tests raise certain major concerns: (1) that they cannot in fact produce genuine accountability nor ensure real improvement in student learning; and (2) that they will negatively affect already disadvantaged groups such as minorities, the disabled, and the poor and all others who do not fit the white, middle class norms which seem to have informed "America 2000." One solution to the dilemma posed by the two reform trends arises from a national investigation of Women's Studies Programs called "The Courage to Question," which resolves issues of diversity and accountability through a new form of feminist assessment that is: (1) able to question almost everything related to assessment; (2) student centered; (3) participatory; (4) contextual; (5) decentered; (6) connected to activism; (7) compatible with its beliefs; (8) connected to the power of its pedagogy; and (9) connected to its interdisciplinary scholarship and research methodologies. These feminist approaches to diversity and accountability may increase the compatibility of learning, teaching, and assessment and raise important issues of value that expand the options available to the assessment movement as a whole, they also broaden the discussion of assessment as it relates to public school accountability and diversity. (Contains 40 references.) (TEJ)

ED 355 655

EA 024 769

Bondesio, Mike J.

Conflict Management at School: An Unavoidable Task.

Pub Date—92

Note—13p; Paper presented at the Regional Conference of the Commonwealth Council for Educational Administration (7th, Hong Kong, August 17-21, 1992).

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Administrator Effectiveness, *Behavior Problems, *Conflict Resolution, Educational Environment, Elementary Secondary Education, Foreign Countries, Management Development, *Student Behavior, *Violence

Identifiers—*South Africa

Conflict management has become an integral part of a headmaster's tasks. Headmasters are not required to suppress or resolve conflict, but to manage it. Since 1976, conflict in black schools has increased, and headmasters have had to manage serious and dangerous situations. Unfortunately, there has been little research in conflict management in "unrest situations" and in "normal" conflict situations. The sources of conflict fall into three main categories: personal behavioral, structural, and communication. There are eight types of conflict: intrapersonal, interpersonal, individual versus group, individual versus organization, group versus group, organization versus organization, strategic, and structural. Conflict management methods include domination, avoidance, compromise, and collaboration. Research shows that in normal situations, personal behavior is the cause of more than half of all conflicts; structural, and communication factors cause the remainder. Collaboration and accommodation are chosen most often as conflict-management methods, followed by domination, compromise, and avoidance. Conflict management in unrest situations requires a unique and often immediate response, whereas conflict in the normal school setting does not. All headmasters should receive training in educational management and specifically conflict management. Headmasters should also know educational law, employ a conflict man-

ager, and train teachers in conflict management. (Contains 14 references.) (JPT)

ED 355 656 EA 024 770

Wilson, Harold E. And Others.

An Investigation of Factors That Influence Parents' Choice of Schools for Their Children in a Midwestern Suburban School District.

Pub Date—Nov 92

Note—20p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Quality, Elementary Secondary Education, *Evaluation Criteria, *Parent Attitudes, *School Choice, *Suburban Schools, Surveys

Identifiers—*United States (Midwest)

In September 1991, the superintendent of a midwestern suburban school district authorized a survey to investigate the factors influencing parental school or program choice. Of 900 surveys sent to equal proportions of parents of high school students, fourth- and fifth-graders, and kindergarten-aged students, 250 usable replies were returned. The survey was divided into an opinion survey and a study of parent decisions in selecting schools for their children. The majority of respondents were aware of a choice policy, but 46 percent claimed they were unaware. When asked if parents should have a choice of any school, 87 percent answered affirmatively; when asked if students from other districts should attend schools in this district, only 37 percent said "yes." When asked if they would choose another district school, only 22 percent responded affirmatively. When considering the relative importance of 12 factors used in the 1990 "Phi Delta Kappan" pool, parents chose student body grades or test scores, student body racial or ethnic composition, and proximity to home as the three most important selection factors. These results contradict the "Kappan" survey's findings concerning the primary importance of teaching staff quality, maintenance of student discipline, and curriculum. Midwestern parents' survey responses imply a difference between parents' philosophical feelings and the choices they actually make. While they want choice, they were unlikely to use it. Reasons and implications are discussed. (MLH)

ED 355 657 EA 024 773

A Report of the Senate Committee on Post Audit and Oversight Relative to Massachusetts' Financial Commitment to Public Education in the Eighties: A Multi-State Comparative Study. Senate No. 200.

Massachusetts State Legislature, Boston. Senate Committee on Post Audit and Oversight.

Pub Date—Oct 89

Note—19p.

Pub Type—Reports — Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Elementary Secondary Education, *Expenditure per Student, *Financial Support, Public Education, *Public Schools, School Restructuring, *State Aid, State Surveys

Identifiers—*Massachusetts

During the 1980s, Massachusetts' public commitment to increase educational funding was not carried through. To determine state educational funding for the decade, the Senate Committee on Post Audit and Oversight compared Massachusetts with nine other comparable states in expenditures per pupil, expenditures per capita, and expenditures per \$1,000 of personal income. The comparison states included California, Connecticut, Indiana, Maryland, Minnesota, New Jersey, New York, Pennsylvania, and Wisconsin. Massachusetts' rate of increase in per pupil expenditures was one of the smallest among the comparison states and just below the national average. This occurred despite two major state educational reform initiatives in 1985 and 1987. The state also dropped from sixth to ninth among the comparison states in per capita spending and fell below the national average in expenditures per \$1,000 of personal income. During the first half of the decade, Massachusetts student enrollment declined, lessening the state's education financial burden. However, demographic information forecasts growth in the lower grades. The study looked at three measures of the state's financial commitment to education: spending over time, spending compared to other states, and willingness to pay.

For the state to maintain its economic leadership, it must make a full and expanded investment in education. (JPT)

ED 355 658 EA 024 775

Expanding the Boundaries: Pilot Programs Established by the 71st Texas Legislature. Final Report from the State Board of Education.

Texas Education Agency, Austin.

Report No.—GE-3-410-01

Pub Date—Sep 92

Note—158p.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Dropout Programs, *Educational Improvement, Elementary Secondary Education, Pilot Projects, Preschool Education, *Program Effectiveness, *Program Implementation, Public Schools, *Student Development, Student Problems

Identifiers—State Legislatures, *Texas

The 71st Texas Legislature established several pilot programs for the 1989-90 and 1990-91 school years with the aim of improving the academic performance of and reducing the dropout rate of public school students. This report combines information about pilot programs from these 2 school years with cost surveys and descriptions of the programs. Each program is described and evaluated, and difficulties each pilot site encountered in implementing the programs are discussed. Seven pilot programs were established: prekindergarten for 3-year-olds programs, academic programs for students below grade level, high school equivalency examination programs, programs for elementary at-risk students, school-age pregnancy and parenting programs, parent involvement and parent education programs, and technology-demonstration programs. The pilot programs helped advance the State Board of Education goals established in the "Long-Range Plan for Public School Education (1986-90)." Despite difficulties implementing the programs and unsure funding, the programs successfully served substantial numbers of students, parents of students, and children of students. An appendix identifies the sites at which pilot programs were established. (JPT)

ED 355 659 EA 024 777

Milstein, Mike M.

The Danforth Program for the Preparation of School Principals (DPPSP) Six Years Later: What We Have Learned.

Pub Date—Oct 92

Note—44p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992). For a related document, see ED 296 483.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Education, Administrator Effectiveness, Administrator Role, *Administrators, Elementary Secondary Education, *Leadership Training, *Principals

Identifiers—*Danforth Foundation, *Danforth

Preparation of School Principals Program

During the 1980s educational administration preparation programs were criticized as being irrelevant to professional administrative life. In response to this criticism, the University Council for Educational Administration reviewed preparation programs in a report entitled "Leader's for America's Schools." The review found that there was a need to define educational leadership, recruit promising candidates for educational leadership, develop collaborative relationships with school district leaders, encourage minorities and women to enter the field, and make programs more current and clinical. In 1987, the Danforth Program for the Preparation of School Principals (DPPSP) began a study of five university administration preparation programs. It found that to improve the programs there must be a readiness for change, leadership, and partnerships between key participants. Many preparation programs are reassessing their admissions standards with more emphasis on leadership potential. The academic element of preparation programs also is changing to better prepare candidates for administrative roles. Internships, field experiences, and use of cohorts were identified as important to successful preparation programs. Lessons for other preparation programs include utilizing practitioner-scholars, revising tenure criteria, reducing workloads, and providing support personnel. Additional funds, long-term university support, and shared burden are

all required for a successful preparation program. (JPT)

ED 355 660 EA 024 780

Drake, Susan M.

Planning Integrated Curriculum: The Call to Adventure.

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-208-5

Pub Date—93

Note—66p.

Available from—Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1453 (Stock No. 611-93025; \$8.95).

Pub Type—Guides — Non-Classroom (055) — Reports — Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Development, Educational Change, Elementary Secondary Education, Foreign Countries, *Integrated Curriculum, *Interdisciplinary Approach

Identifiers—*Ontario

Curriculum integration often faces criticisms by educators as being unnecessary or a passing fad. But for education to keep up with the changing world and combat current problems, curriculum integration must be used. As the world becomes more complex and researchers find out more about learning, it is evident that forming connections between curriculum is important. To develop integrated curriculum, educators must decide to begin the process, leave behind traditional curriculum planning, struggle, find reward, and share experiences. Overcoming resistance, planning, and identifying interested parties are important steps in curriculum integration. These steps are followed by deciding what form the integration should take, and how, where, and over how much time it should be done. Three frameworks are used to create integrated curriculum: multidisciplinary, interdisciplinary, and transdisciplinary. Teaching strategies used in curriculum integration include themes, projects, problem-based learning, science, and student as researcher. Chapters include: "Exploring the Process," "The Call to Adventure," "Leaving the Past Behind," "The Struggle to Change," "Three Frameworks," "New Beginnings," "Returning to the World," and "Hearing the Next Call." (Contains 39 references.) (JPT)

ED 355 661 EA 024 786

Corvalan, Oscar V.

Information for Decision-Making in Education. Report on New Forms of Ibero-American Cooperation Based on the Conference (Extremadura, Spain, October 1989).

Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Report No.—CESO-R-6

Pub Date—Oct 91

Note—111p.; Two pages contain copier streaks that blur a small portion of type.

Pub Type—Reports — Research (143) — Collected Works — Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Differences, *Decision Making, Educational Development, *Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, *Information Utilization, Politics, Sciences, *Scientific Research

Identifiers—*Latin America, Portugal, Spain

Problems exist in the use and application of information from scientific research in decision-making processes in education. On a macrosocial level, a theme is present in the use of information in decision making that is applicable to relationships between science and politics. This theme is strongly influenced by the prevailing national culture and social norms of a society. Given this, an ethos can be distinguished in decision making between the Saxon and Iberian cultures. These beliefs contain certain power structures assigned to each social group, and they also outline how power is demonstrated. On a microsocio level, information is used by consumers or families to make decisions concerning certain products or services, including education. Information also affects the conduct of people who transmit knowledge, from the student-teacher relationship to an entire school system. Chapters address the following topics: the context of dialogue among producers, disseminators, and users of information in education; the

Latin American Network of Information and Documentation in Education as a regional network and as a database system; panorama of Latin American research; the use of information on education policy formulation; computerization of education databases and the European/Ibero-American interconnection; and initiatives in Ibero-American cooperation. Three appendices are included. (JPT)

ED 355 662

EA 024 788

Bauer, Norman J.

Technocratic Rationality, Essential Schools Theory, and the Potential Effect of One Attribute of This Theory on the Purposes of Public Schools.

Pub Date—Mar 93

Note—14p.; Paper presented at the Annual Meeting of the National Society of Educators and Scholars (16th, Evansville, IN, March 18-20, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Development, *Educational Philosophy, Learning Strategies, *Public Schools, Secondary Education, Student Development, Student Role Identifiers—*Coalition for Essential Schools, *Essential Schools Movement

Since the introduction of child-centered thinking in educational research, discussion has continued on whether the purpose of public schools is to teach students predetermined, set subject matter or to allow them more control over their education. Traditionalists have asserted that scientific methodology must be used to develop learning environments. The aim of the Essential Schools Movement (ESM) is to improve middle and secondary schools and to ensure that students learn cognitive skills, students are not treated as receptacles, students are not sorted, schools model democracy, and students' strengths and weaknesses are recognized. Another aim of ESM is to organize curriculum around mathematics/science, the arts, and history/philosophy. The technocratic method of schooling supports the relationship between school and the work place, efficiency, and preparing the student for the professional world. It stresses coherence, authority, and external sources for truth and value, and it discourages questioning. Central to the ESM is the exhibition in which a student demonstrates understanding of a subject and some imaginative capability. The ESM can help reshape public schools and increase the role that students have in determining the direction of their education. (JPT)

ED 355 663

EA 024 790

Winborn, John Douglas

A Study of the Effectiveness of a Saturday School in Reducing Suspension, Expulsion, and Corporal Punishment.

Pub Date—Nov 92

Note—12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 1992).

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Problems, Corporal Punishment, *Discipline, *Discipline Policy, Expulsion, High Risk Students, Junior High Schools, Junior High School Students, *Student Development, Suspension

Identifiers—Franklin City School District TN, *Saturday School

Lack of proper discipline in schools has long been a major concern of the public. Proposals on how to improve discipline have ranged from the bizarre to the cruel. Educators and administrators must devise alternative punishments to replace traditional methods, such as corporal punishment, suspension, and expulsion, that are frequently ineffective. One such alternative is Saturday School. Saturday School programs have included such features as physical labor, academic work, counseling, and a detention atmosphere. A Saturday School program was implemented at Franklin Junior High School, Franklin, Tennessee, after discipline problems worsened. Students had to arrive on time, write an essay on discipline, do academic exercises, and participate in behavior-improvement activities. A statistical analysis done over 4 school years found significant differences in comparisons of data on the socioeconomic status, race, and gender of Saturday School students. During the test period, Saturday School helped reduce suspensions, and expulsions

were infrequent. There was also a significant drop in the use of corporal punishment, which had been used frequently at the school. Saturday School may be an acceptable alternative to more harmful disciplinary practices. It also may be a step toward developing more internal rather than external student control methods. (Contains 10 references.) (JPT)

ED 355 664

EA 024 791

King, Jean A. Lonnquist, M. Peg

A Review of Writing on Action Research (1944-Present).

Center on Organization and Restructuring of Schools, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.

Pub Date—Dec 92

Contract—R117Q00005-92

Note—44p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Action Research, Educational Development, *Educational Research, Elementary Secondary Education, Literature Reviews, *Research Design, *Research Methodology, *Teacher Role, Teachers, *Theory Practice Relationship

Teacher research has emerged in the last decade as a potential source for improving education. Teachers, who work with students daily, have a unique perspective on educational problems. Practitioner, or action, research is defined as trying out ideas in practice to increase knowledge about curriculum, teaching, and learning. Unlike traditional research that has uniform, external guidelines, action research is frequently localized and has limited applicability. The results of action research usually are not published or shared widely. Reviewing literature on action research is complicated by its broad definition and by the variability of research. In the future, action research may become a viable tool for educational research, help transform teachers into political actors, and be quantitatively and qualitatively measured over time. This review of action-research literature uses three criteria to determine if documents are included: the term "action research" must be used, the action-research concept must be developed if not explicitly stated, and any type of practitioner-centered research in a school setting must be mentioned. The paper includes five sections: a history of action research, the action-research concept, a theoretical rationale, practical issues in implementation, and, in an appendix, types and categories of action research. (Contains 106 references.) (JPT)

ED 355 665

EA 024 792

Cooley, William W. Pomponio, Debra

The Financial Equity Debate. Pennsylvania Educational Policy Studies, Number 15.

Pittsburgh Univ., Pa. Learning Research and Development Center; Pittsburgh Univ., Pa. School of Education.

Pub Date—25 Mar 93

Note—15p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Finance Reform, Financial Policy, *Financial Support, Property Taxes, School Districts, *School Taxes, *State Aid, *State School District Relationship, State Surveys, *Tax Allocation Identifiers—*Pennsylvania

Discussion of inequity in funding of Pennsylvania schools has tended to focus on differences between wealthy and poor school districts. In Pennsylvania, 180 school districts have filed a lawsuit challenging the constitutionality of the existing public school funding scheme. A study of the state's 500 school districts, grouped by market value of taxable property and personal income, examined another problem. From 1986 to 1991, poorer districts were forced to increase taxes to support schools while wealthier ones were able to reduce taxes. Since wealthier districts have faster-growing economies, their tax revenues for schools have grown faster than those in poorer districts. Consequently, poorer districts suffered a greater tax strain than wealthier ones. The state attempts to offset differences in district wealth through the Equalized Subsidy for Basic Education (ESBE). A National Conference of State Legislatures (NCSL) report recommends a three-tier approach to Pennsylvania school financ-

ing: (1) all districts would receive state funds for basic educational costs; (2) funds would be apportioned in relation to district-aid ratios; (3) and some funds would be raised solely by districts. Disparities in tax burden between districts is expected to worsen unless the state becomes involved in finding a solution. (JPT)

ED 355 666

EA 024 793

Whitney, Terry N.

Voters and School Finance: The Impact of Public Opinion.

National Conference of State Legislatures, Denver, CO.

Report No.—ISBN-1-55516-329-7

Pub Date—Feb 93

Note—72p.

Available from—National Conference of State Legislatures, 1560 Broadway, Suite 700, Denver, CO 80202 (Stock No. 3120, \$15).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizen Participation, *Educational Finance, Elementary Secondary Education, *Finance Reform, Higher Education, *Public Opinion, Public Schools, *State Aid, State Government, *State Legislation, *Tax Effort Identifiers—California, Colorado, Missouri, Nebraska, North Dakota, Oklahoma, Oregon

Since 1989, citizen-generated ballot initiatives have appeared in several states. Common to several of these initiatives have been questions dealing with the funding of elementary, secondary, and higher education. The focus of these initiatives has shifted to how much the public is willing to pay for education. This project examines the causes behind these changes and the increasing role of public opinion in school funding in the form of citizen-led ballot initiatives. Several factors contributed to voter involvement in school finance issues. First, state legislatures are perceived as slow to act in school finance issues. Second, tax increase proposals, regardless of the merits, enjoy little support. Third, state legislatures have focused on improving educational achievement levels and performance-assessment tools. This study examined school finance laws and initiatives in seven states: California, Nebraska, Oklahoma, Colorado, Missouri, North Dakota, and Oregon. These case studies show that education finance measures are more successful when expenditures are directly tied to specific educational improvements that are carefully explained to the public. Broad public support and the type of tax also are important. Appendices on school finance data, education data for the 50 states, school finance litigation, and Oregon school finance reform ballot measures are included. (Contains 71 references.) (JPT)

ED 355 667

EA 024 797

Weise, Kay R.

Through the Lens of Human Resource Development: A Fresh Look at Professional Preparation Programs.

Pub Date—Oct 92

Note—44p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Education, *Administrator Effectiveness, *Administrator Role, Educational Change, Elementary Secondary Education, Higher Education, *Principals, Program Effectiveness, Teacher Education Programs, *Theory Practice Relationship

Identifiers—*Principals Reflective Experiential Prep Prog TX, *University of Houston TX

With the national focus on school improvement, universities are being asked to reevaluate graduate educational administration programs. In 1988, the University of Houston's Department of Educational Leadership and Cultural Studies (ELCS) implemented a pilot program to experiment with a number of reform strategies. The Principals' Reflective, Experiential Preparation (PREP) program was a highly personalized, self-paced curriculum driven by diagnostic assessment data that identified individual values, beliefs, preferences, abilities, behaviors, and styles. This report examines the relationship between theory and real-life conditions in the PREP program. Document analysis and interviews with 29 people examined key program ele-

ments: philosophy and goals, nomination and selection, diagnostic assessment, individualized education plans, nontraditional course offerings, supplemental seminars, internships, mentorship, reflective practice, and cohort groups. Several changes were identified to facilitate reform in administrator education programs. Reform will require major policy changes, advance planning, cohort group utilization, innovation and tradition integration, a "school-within-a-school" approach, personalization, evaluation, cost-benefit analyses, power and authority realignment, collaboration, leadership and personal profiles, adult learning theory, and mentor programs. An outline of the PREP program is provided in an appendix. (Contains 23 references.) (JPT)

ED 355 668 EA 024 799

Foster, Laura Kliever

Back to School: How States Can Encourage Parent Involvement in Education. A Report of the Midwestern Legislative Conference.

Council of State Governments, Lexington, Ky.

Pub Date—Jul 90

Note—16p.

Available from—Council of State Governments, Headquarters Office, Iron Works Pike, P.O. Box 1910, Lexington, KY 40578-1910 (Stock No. EI-26; \$7).

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Family Attitudes, Family Characteristics, *Parent Participation, *Parent Role, Parents as Teachers, *Parent Student Relationship, State School District Relationship, *Student Development

Reluctance to recognize the importance of parents in the education process has been overcome in the past few years. Consequently, states are searching for and implementing programs that involve parents in education. A survey of educators in the Midwest revealed strong support for parent involvement among teachers, principals, and superintendents. An unstable family life and lack of parent involvement were cited often as barriers to education. As the American family changes, it is increasingly difficult for parents to find time to be involved in education. Although parent involvement can take many forms and levels, it should be well planned, comprehensive, and continuous. Parent involvement can result in higher grades and test scores, improved student attitudes, better academic programs, and more effective schools. States can encourage parent involvement in several ways: develop a parent involvement policy, include parent involvement in teacher education, include parent involvement in federally funded programs, and restructure local administration. School choice as it might affect parent involvement is also examined. Schools also can encourage student-parent programs in math, science, and reading at home and at school. Increasing parent involvement takes time, but there are significant potential benefits to education. A list of contacts and Council of State Government publications are included. (JPT)

ED 355 669 EA 024 800

Willower, Donald J.

Dewey's Theory of Inquiry and Reflective Administration.

Pub Date—Oct 92

Note—28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Education, *Cognitive Processes, Cognitive Restructuring, Cognitive Style, Conceptual Tempo, *Decision Making, *Educational Administration, Elementary Secondary Education, *Epistemology, Higher Education, *Problem Solving

Identifiers—*Dewey (John)

Pressure on universities to reexamine their educational administration preparation programs has prompted reconsideration of reflective methods. The application of cognitive science to administrative problems as well as philosophical debates found in the literature have also led to this reconsideration. John Dewey's views on reflective methods have much to offer this discussion. Dewey referred to his general philosophical position as "instrumen-

talism" (as opposed to "pragmatism") in that it was the study of thought as an instrumentality in inquiry. This theory of inquiry, often equated with scientific method, is the centerpiece of Dewey's work. Dewey saw human behavior as relatively automatic, with habit and impulse playing major roles. When habit and impulse are blocked, however, activity becomes disorganized and problematic. Inquiry begins with the recognition of the problematic. Alternative actions can be tried out in thought; this process is what Dewey called reflection. Dewey's theories on inquiry extend to ethics and values as well. He asserts that social ills result from separating morals from common problems of living. In social philosophy, Dewey asserts that reflective methods and growth have practical use as well. These views are prominent in Dewey's concept of democracy and social processes. Although research is presently limited, it is believed that future investigation of decision making in educational administration will demonstrate the usefulness of reflective methods. Internalization of reflective thinking is crucial to its effective use in educational administration and requires institutional support. (Contains 36 references.) (JPT)

ED 355 670 EA 024 801

Short, Paula M. Greer, John T.

Empowering Students: Helping All Students Realize Success.

Pub Date—[93]

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Development, Elementary Schools, Elementary School Students, Elementary Secondary Education, High Schools, High School Students, *Student Development, Student Improvement, *Student Role, Teacher Administrator Relationship, *Teacher Role

Identifiers—*Student Empowerment

Empowering school participants in school restructuring has gained increasing support over the past several years. The Empowered School District Project was a 3-year study involving two universities, an educational foundation, and nine school districts and designed to empower school participants and help students become lifelong learners. The Empowerment Project helped teachers and administrators in the school districts reshape their roles and institute changes favorable to empowerment. Each district had a team that developed a plan including formulation, developing and testing, and implementation. The districts represented a mix of urban, suburban, and rural settings. One school in each district was selected for participation in the project. There were five elementary schools (one of these was a private school) and four high schools; student populations ranged from 225 to 2,500. A teacher in each school was selected as chronicler, trained in qualitative data collection methods, and technically supported by a project facilitator. Case studies of four schools in the project are presented in this report. Five key themes were identified in the schools that were most successful in empowering students: (1) an early definition of student empowerment; (2) a focus on students as a social value; (3) flexibility and resourcefulness in meeting and developing the needs of students; (4) a school environment supportive of risk taking and experimentation; and (5) facilitative leadership by the principal. (Contains 28 references.) (JPT)

ED 355 671 EA 024 813

Schenkat, Randy

Quality Connections: Transforming Schools through Total Quality Management.

Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-203-4

Pub Date—93

Note—112p.

Available from—Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1453 (Stock No. 611-93013, \$13.95).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Change, Elementary Secondary Education, *Management Systems, *Organizational Effectiveness, *Organizational Theories, Teacher Role

Identifiers—*Total Quality Management

Total Quality Management (TQM), the synchro-

nization of quality principles across an organization, can help reveal that most problems within an organization are systemic and not personal. In the United States' educational system, teachers are often restricted, and little true learning communities are rare. Common educational practices, such as rote learning and performance-derived self-concepts, do not contribute to effective teaching. TQM helps overcome these restrictions and is consistent with contemporary principles of educational excellence. Constancy of purpose in TQM allows school districts or local schools to establish timelines for reform. Also, TQM's solutions are understandable and can be shared with all sectors of the educational community. This book includes eight chapters: (1) The Deming Paradigm and Conceptual Change; (2) Why Use a Business Approach to Transform Education?; (3) The Power of the Malcolm Baldrige Criteria and Leadership; (4) Quality Assurance of Product and Service; (5) Human Resource Development and Management; (6) Quality Plans, Results, and Customer Satisfaction; (7) Deployment Planning; and (8) Conclusion: Ways of Knowing. The Malcolm Baldrige Award criteria, expected educational outcomes at all levels of education, and proposed standards of the National Board for Professional Teaching Standards are included in the appendices. (Contains 110 references.) (JPT)

EC

ED 355 672 EC 301 783

Rockwell, Sylvia

Tough To Reach, Tough To Teach: Students with Behavior Problems.

Council for Exceptional Children, Reston, Va.

Report No.—ISBN-0-86586-235-4

Pub Date—93

Note—112p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22090 (Stock No. P387, \$20; \$14 members).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Behavior Change, *Behavior Disorders, Behavior Modification, Behavior Problems, Behavior Standards, *Classroom Environment, *Classroom Techniques, Discipline, Discipline Problems, Elementary Secondary Education, Intervention, Parent Teacher Conferences, Parent Teacher Cooperation, Positive Reinforcement, Remedial Instruction, Scheduling, Teacher Student Relationship, Teaching Skills

This book on students with behavior disorders is intended to serve as a resource on intervention strategies for regular education teachers, administrators, and support personnel. After an introductory chapter, a chapter on classroom climate considers setting limits, safety, trust, acceptance, and sense of purpose. The next chapter, on scheduling, stresses balancing individual and group activities and blending academic and behavioral needs. Chapter 4 takes up the topic of interventions, including the use of reinforcers, other techniques (e.g., teaching decision-making steps and setting group goals), dealing with setbacks, and touching. Instructional ideas in the areas of math, reading, science, social studies, spelling, and language are offered in chapter 5, and chapter 6, on dealing with changes, offers both general guidelines and specific suggestions for dealing with the upsets caused by changes in the routine, and especially with the profanity that often erupts as a consequence. The next-to-last chapter, on parent/teacher relations, considers false accusations of teacher misconduct, lack of parent involvement, bribery versus behavior management, the initial parent/teacher meeting, and examples of parent/teacher communications. The final chapter offers personal tips on preventing teacher burnout. Appendices, making up about half of the handbook, include sample lesson plan forms; worksheets; progress charts; notes to aides; notes to parents; decision-making sheets; ideas for instructional games; organizational projects for students; intervention tips; and checklists for intervention strategies. (DB)

ED 355 673 EC 301 901

Gifted Education in Alaska: State of the State.

Alaska Governor's Council on Disabilities and Special Education, Anchorage.

Pub Date—[Sep 92]

Note—17p.; Funds were provided by the Department of Education's Administration of Special and Supplemental Services.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Delivery Systems, *Educational Policy, *Educational Practices, Elementary Secondary Education, Eligibility, *Gifted, Parent Attitudes, *State School District Relationship, State Surveys, Statewide Planning, Student Evaluation, Student Placement, Talent, Teacher Education

Identifiers—*Alaska

This report provides information on gifted and talented education in Alaska, based on a survey of 154 teachers and 728 parents in 41 of 54 school districts. The report describes student eligibility, service availability, curriculum and administrative models, teacher training, parent satisfaction, and service evaluation. The report considers specific issues such as evaluation criteria used in placement decisions, the effects of independent program development by individual school districts, variables influencing participation, service models used, number of students per content area, the impact of district size on course offerings, teacher preparation, and parent satisfaction by student age and enrollment time. The report concludes that a statewide policy is needed to equitably deliver appropriate services to gifted and talented students. (JDD)

ED 355 674

EC 301 902

Woolcock, William W.

Collaborative Employment Placement and Training: A Structure To Support the Employment of Persons with Severe Disabilities.

Pub Date—[91]

Note—20p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Agency Cooperation, Change Strategies, Cooperative Planning, Delivery Systems, Employment Programs, Job Placement, Job Training, Models, *Severe Disabilities, Staff Role, *Supported Employment, *Teamwork, *Vocational Rehabilitation

This paper presents a collaborative employment placement and training structure which provides a flexible format for implementing various natural support models for the employment of individuals with severe disabilities. A team approach is used to develop and implement job assessment, training, and follow-up activities. Each team may be composed of the person to be employed, the employer or designated representative, the family or designated representative, and the vocational services agency. Primary team activities include job development, on-the-job assessment, identification and recruitment of necessary outside resources, job training, and job follow-up. Each activity may be delegated to team members according to their team-defined roles and responsibilities. Through the collaborative employment placement and training approach, the experience, expertise, and effort of each team member are used to the maximum extent in job training and placement. The role of the educational or vocational services agency changes from that of a provider of services to that of a facilitative consultant, providing instructional expertise to supplement the expertise and experience of the employer, family, and other team members. Implications for educational and vocational services agencies are suggested, and long-term ramifications for ongoing team interactions and potential quality of life changes are discussed. (Contains 14 references.) (Author/JDD)

ED 355 675

EC 301 903

Gallagher, James And Others

Cooperative Learning as Perceived by Educators of Gifted Students and Proponents of Cooperative Education.

North Carolina Univ., Chapel Hill. Gifted Education Policy Studies Program.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 93

Contract—R206A00596

Note—36p.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperative Learning, Curriculum, Elementary Secondary Education, *Gifted, *Heterogeneous Grouping, Interpersonal Competence, Leadership, *Teacher Attitudes, Teaching Methods

tence, Leadership, *Teacher Attitudes, Teaching Methods

In an attempt to understand the perceptions of educators toward the use of cooperative learning (CL) with gifted students, a survey was designed to look at the attitudes of educators from both gifted and CL associations. One hundred respondents were randomly selected from the mailing lists of four such associations; the return rate was 75%. The survey focused on: teacher preparation; forms of CL that work best with gifted students; combining CL with gifted education; meeting social and emotional needs of gifted students through CL; evaluation of CL with gifted students; and the use of ability grouping during CL activities. The study found considerable differences in the two groups' perceptions. The gifted and talented (GT) educators felt strongly that the curriculum used in CL is not challenging enough for gifted students, while this idea was rejected by the CL group. The GT group also felt that there has been little evaluation of what CL techniques work best with gifted students, while the CL group disagreed. The CL group felt that gifted students develop critical social and leadership skills through cooperative learning, while GT respondents did not. GT respondents believed that gifted students resent being the "junior teacher" in heterogeneous cooperative groups, while CL respondents disagreed. A copy of the survey is included in an appendix. (Contains 24 references.) (JDD)

ED 355 676

EC 301 904

Transition Planning for Young Adults with Intellectual Disabilities. A Resource Guide for Families, Teachers and Counsellors.

Alberta Education Response Centre, Edmonton.

Report No.—ISBN-0-7732-0722-8

Pub Date—92

Note—12p.

Available from—Education Response Centre, 6240-113 St., Edmonton, Alberta T6H 3L2, Canada.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Planning, Education Work Relationship, Elementary Secondary Education, Employment, Foreign Countries, Human Services, *Mental Retardation, Needs Assessment, *Planning, Postsecondary Education, *Transitional Programs

Identifiers—Alberta

This guide for parents of individuals with intellectual disabilities emphasizes the need for a transition plan as a crucial stage in continuous service delivery for on-going supports and for fostering the individual's successful participation in the community. The guide contains three main headings. Under the first of these, "What Is Transition Planning?" it outlines five planning steps: determine the family's realistic wishes and preferences; explore options; evaluate son/daughter's skills and family resources; decide on future programs; and make applications for programs. Under the second heading, "When To Start a Transition Plan," the guide successively lists suggestions for parents of elementary, junior high, and high school-aged students. Finally, under the heading "Who Is Involved in the Planning Process?", the guide discusses the various persons that make up the individual student's "transition team"—typically, family members, teachers, other school personnel, social workers, speech, occupational and/or physical therapists and of course the student her/himself—and gives examples of their particular roles and responsibilities. The guide concludes with a list of questions parents/guardians should ask as well as a list of resources in Alberta (Canada) to contact for information and assistance. (JDD)

ED 355 677

EC 301 905

ECS Program Unit Grants: A Handbook for ECS Operators. Second Edition.

Alberta Education Response Centre, Edmonton.

Report No.—ISBN-0-7732-0731-7

Pub Date—92

Note—87p.

Available from—Education Response Centre, 6240-113 St., Edmonton, Alberta T6H 3L2, Canada.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Disabilities, Early Childhood Education, Educational Policy, *Eligibility, Foreign Countries, *Grants, Program Proposals, Records (Forms), School Funds, *State Programs

Identifiers—*Alberta

This handbook was written as a resource for Early

Childhood Services (ECS) operators in Alberta (Canada) who are applying for Program Unit Grants (PUG). An introduction explains the principles of ECS in providing a coordinated system of services to meet the developmental and special needs of young children and their families, including children with disabilities. Basic requirements for Program Unit Grants, which provide funding for serving children with disabilities, are then outlined. Eligibility criteria include: approved operator status; handicapping condition of child; age of child; demonstrating a commitment by way of a declaration; functioning level of the child; meeting important timelines; and establishing local policies. Forms that need to be completed to secure funding are discussed and illustrated with examples of completed forms. The handbook emphasizes that in making a PUG application, the applicant attests to seven criteria that compose a declaration of conditions to be met on behalf of the disabled child. These criteria include: parent involvement, screening and assessment, development of program goals, most enabling educational environment, consultative assistance, direct services, and case conferences. Appendixes present a developmental framework for children ages 2-5, definitions of severely handicapping conditions, various administrative forms, and a copy of the relevant sections of the Alberta School Grants Manual. (Contains 15 references.) (JDD)

ED 355 678

EC 301 906

Larriave, Barbara

Strategies for Effective Classroom Management: Creating a Collaborative Climate. Teacher's Handbook. A Longwood Professional Book.

Report No.—ISBN-0-205-13941-8

Pub Date—92

Note—390p.; For the Leader's Guide, see EC 301 907.

Available from—Allyn and Bacon, Inc., 160 Gould St., Needham Heights, MA 02194.

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adult Education, Assertiveness, Classroom Environment, *Classroom Techniques, Cultural Differences, *Disabilities, *Discipline, Elementary Secondary Education, Multicultural Education, *Reinforcement, Skill Development, *Student Behavior, Student Responsibility, Teacher Response, Teacher Student Relationship

Identifiers—*Behavior Management, Self Management, Self Monitoring

This teacher's handbook is part of a training package on effective classroom management. The materials were developed to accomplish three goals: (1) to provide an alternative to presently available texts and training programs that could be used by school personnel without outside expertise; (2) to provide comprehensive training for school personnel to meet the needs of a diverse student population by integrating content from general education, special education, and counseling; and (3) to utilize effective strategies for adult learners to structure learning experiences which promote self-change. The focus is on providing teachers with opportunities to develop skills within the context of examining their own values and belief systems. The handbook includes the following chapters: "Classroom Management: A Multidimensional Perspective"; "Creating a Healthy Socio-Emotional Climate"; "Using Assertion To Foster Student Responsibility"; "Using Consequences To Modify Students' Behavior"; "Effective Strategies for Managing the Multicultural Classroom"; and "Developing Student Autonomy: Supporting Student-Managed Behavior Control." The chapters include concept and background information, summaries of key concepts and principles, examples of classroom application, resource materials needed for individual activities during group sessions, and materials for subsequent classroom use. Specific activities include self-analysis of classroom practices, individual and group task sheets, case studies, role plays, simulation activities, games, and structured problem solving. Lists of selected readings and commercial programs accompany each chapter. (JDD)

ED 355 679

EC 301 907

Larriave, Barbara

Strategies for Effective Classroom Management: Creating a Collaborative Climate. Leader's Guide To Facilitate Learning Experiences.

Report No.—ISBN-0-205-13942-6

Pub Date—92

Note—583p.; For the Teacher's Handbook, see EC

301 906.
Available from—Allyn and Bacon, Inc., 160 Gould
St., Needham Heights, MA 02194.
Pub Type—Guides - Classroom - Teacher (052)
Document Not Available from EDRS.

Descriptors—Assertiveness, Classroom Environ-
ment, *Classroom Techniques, Cultural Differ-
ences, *Disabilities, *Discipline, Elementary
Secondary Education, Inservice Teacher Educa-
tion, Multicultural Education, Postsecondary Edu-
cation, *Reinforcement, Skill Development,
*Student Behavior, Student Responsibility,
Teacher Response, Teacher Student Relationship,
Teaching Guides

Identifiers—*Behavior Management, Self Manage-
ment, Self Monitoring

This Leader's Guide is part of a training package
on classroom management strategies which at-
tempts: (1) to provide an alternative to presently
available texts and training programs that could be
used by school personnel without expertise; (2) to
provide comprehensive training for school person-
nel to meet the needs of a diverse student popu-
lation by integrating content from general education,
special education, and counseling; and (3) to utilize
effective strategies for adult learners to structure
learning experiences which promote self-change.
The materials incorporate best practices for enhanc-
ing skill development by maximizing participant in-
volvement, offering specific procedural suggestions
for classroom use, and providing teachers with op-
portunities to develop skills within the context of
examining their own values and belief systems. Con-
tent areas focus on a multidimensional perspective
of classroom management, creating a healthy soci-
oemotional climate, using assertion to foster student
responsibility, using consequences to modify stu-
dents' behavior, learning effective strategies for
managing the multicultural classroom, and support-
ing student-managed behavior control. The package
includes concept and background information, ex-
amples of classroom application, resource materials
needed for individual activities during group ses-
sions, and materials for subsequent classroom use.
Specific activities include self-analysis of classroom
practices, individual and group task sheets, case
studies, role plays, simulation activities, games, and
structured problem solving. The Leader's Guide
contains step-by-step directions for the group leader
and is an all-inclusive package with the content in-
formation, procedural recommendations, and all
other materials necessary to conduct and facilitate
training sessions. Suggested reading lists accom-
pany each chapter. (JDD)

ED 355 680 EC 301 909
Conducting a Literature Review: Tips and Sug-
gestions.

Interstate Research Associates, McLean, VA.; Na-
tional Information Center for Children and Youth
with Disabilities, Washington, DC.
Spons Agency—Special Education Programs (ED-
/OSERS), Washington, DC.

Pub Date—92
Contract—H030A00002

Note—3p.
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, Clearinghouses, *Data-
bases, *Disabilities, Elementary Secondary Edu-
cation, Information Centers, Information
Retrieval, *Information Services, Information
Systems, Library Services, *Literature Reviews,
Preschool Education, Youth

Identifiers—ERIC, ERIC Clearinghouses, Excep-
tional Child Education Resources

This guide offers suggestions on conducting litera-
ture reviews on topics relating to children and youth
with disabilities. The guide recommends that the
researcher begin by accessing a computerized data-
base at a university, public, or private library. It
specifically describes the ERIC (Educational Re-
sources Information Center) database and the
ECER (Exceptional Child Educational Resources)
database. Other ways of accessing ERIC, such as
through an ERIC clearinghouse or via a home, of-
fice, or school computer, are noted; and names, ad-
dresses, and telephone numbers of the 17 ERIC
Clearinghouses are listed. Methods of accessing
ECER are then discussed. (JDD)

ED 355 681 EC 301 910
Peeters, Joyce And Others
Supporting Children with Disabilities in Commu-
nity Programs: The Teaching Research Inter-
grated Preschool.

Western Oregon State Coll., Monmouth. Teaching
Research Div.
Spons Agency—Special Education Programs (ED-
/OSERS), Washington, DC.

Report No.—ISBN-0-944232-00-0

Pub Date—Jan 93
Contract—H024C0031

Note—179p.
Available from—Teaching Research Publications,
345 N. Monmouth Ave., Monmouth, OR 97361.
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Delivery Systems, *Disabilities,
*Early Intervention, Educational Practices, Eval-
uation Methods, Individualized Instruction, Indi-
vidualized Programs, Interaction, Interpersonal
Competence, Learning Activities, *Mainstream-
ing, Parent Participation, Preschool Education,
Program Development, *Social Integration, Staff
Development, Standards, Student Evaluation,
*Teaching Methods, Teaching Models

Identifiers—Oregon

This text was written as an outgrowth of 6 years'
work with children aged 3-5 in the Child Develop-
ment Center at Western Oregon State College,
Monmouth, Oregon. The children attending this
program included typically developing children as
well as children with disabilities. A primary purpose
of this book is to share the experiences and learnings
with others who are also serving preschoolers with
disabilities in the belief that the adoption of a
proven, systematic approach to integrated service
delivery will result in high quality services to all
children, including those with disabilities. The text
describes a model program called the Teaching Re-
search Integrated Preschool (TRIP) model. The phi-
losophy of service embodied in the model is
reflected in a fully integrated community program
where all children participate in the same routines
and activities. It is based on a blend of the behavior-
ist, cognitive developmental, and social learning
theories, and contains some aspects of the matu-
rationist perspective as well. The first of nine chapters
discussing model components provides an overview
of integrated preschool services. Topics of the re-
maining chapters are: (2) assessment and individual
family service plan development; (3) activity-based
instruction; (4) individualizing instruction; (5) mon-
itoring the child's progress; (6) enhancing social in-
teraction; (7) training and support for staff; (8)
parent involvement; and (9) the role of related ser-
vice providers. Appendices include guidelines for
programs serving preschool children with handicaps
in Oregon in Head Start, preschool, day care, or
kindergarten settings; an overview of the evaluation
and programming system; an environmental survey
form; and copies of blank forms. References accom-
pany each chapter. (JDD)

ED 355 682 EC 301 912
Lombardi, Thomas P.
Learning Strategies for Problem Learners. Fast-
back 345.

Phi Delta Kappa Educational Foundation, Bloom-
ington, Ind.

Report No.—ISBN-0-87367-345-X
Pub Date—92

Note—48p.
Available from—Phi Delta Kappa, P.O. Box 789,
Bloomington, IN 47402-0789 (\$1.25, quantity
discount available).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Environment, Elementary
Secondary Education, *Learning Problems,
*Learning Strategies, Student Improvement,
*Teaching Methods

This pamphlet offers guidelines for educators who
want to improve their use of strategy instruction
with students who have inefficient and/or ineffec-
tive learning strategies. Specific examples of strate-
gic teaching are provided for improving general and
academic performance, and suggestions are given
on how to create a strategic environment consistent
with strategic teaching. The pamphlet begins with
an outline of the steps in acquiring a learning strate-
gy. It then discusses strategies for improving gen-
eral performance, including strategies in the areas of
organization, time management, memory, test tak-
ing, social skills, speech, and handwriting. Strategies
for improving academic performance in the areas of
reading and writing, spelling, mathematics, and
other content areas are then described. Suggestions
for creating a supportive environment for strategy
learning in the home and school are provided.
Guidelines for teaching strategically are noted, such

as use of advanced organizers, brainstorming, moti-
vating and activating students, modeling, providing
feedback, and use of post-organizers. (Contains 55
references.) (JDD)

ED 355 683 EC 301 913
Mittler, Peter

Making the Most of the United Nations.
International League of Societies for Persons with
Mental Handicaps, Brussels (Belgium).

Pub Date—92
Note—48p.

Available from—International League of Societies
for Persons with Mental Handicap, 248 Avenue
Louise, Box 17, B-1050, Brussels, Belgium (\$6).
Pub Type—Reports - Descriptive (141)—Opinion
Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Advocacy, Institutional Mission,
*International Organizations, *Mental Retarda-
tion, Organizational Objectives, Policy Formation
Identifiers—United Nations

This report summarizes current activities of the
United Nations (UN) system that relate to individu-
als with mental handicaps, and suggests ways to
influence UN organizations to support the needs of
people disabled in this way. The report describes the
work of the UN Economic and Social Council; the
UN Educational, Scientific and Cultural Organiza-
tion (UNESCO); the UN Children's Fund; the In-
ternational Labour Organisation; the World Health
Organisation; and the UN Development Pro-
gramme. A list of disability issues and initiatives
that have been considered by the UN is provided.
Representation of international nongovernmental
organizations at UN meetings is noted. Eight areas
are targeted as the recommended focus of organiza-
tions working to ensure that the distinctive needs of
people with mental handicaps and their families are
fully included in national and regional discussions
and decisions. The eight areas include such efforts
as lobbying of government representatives, develop-
ing National Coordinating Committees on Disability,
contacting regional UN offices, using UNESCO
resources, and developing policy on vocational
training and employment. An appendix provides a
list of key international organizations. (JDD)

ED 355 684 EC 301 914
Gudalefsky, Adam B. Madduma, Ching

Training of Persons Who Care for Persons with
Mental Handicap: An Asian Experience.
International League of Societies for Persons with
Mental Handicaps, Brussels (Belgium).

Pub Date—92
Note—27p.

Available from—International League of Societies
for Persons with Mental Handicap, 248 Avenue
Louise, Box 17, B-1050, Brussels, Belgium
(\$4.50).

Pub Type—Guides - Non-Classroom (055)—Re-
ports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitude Change, *Caregivers, Cul-
tural Influences, *Developing Nations, Foreign
Countries, *Mental Retardation, Teaching Meth-
ods, *Training Methods

Identifiers—Asia, *Attitudes toward Disabled

This report documents the personal views and ex-
periences gained while conducting training courses
for caregivers of persons with mental handicap in
many countries of Asia. The experiences are pre-
sented as an example of what can be done in a situa-
tion of limited material resources to improve the
lives of people with mental handicap in developing
countries. The training approach considers the cul-
tural context of people of Asia, the terminology
used for "mental handicap," and the need to have
a caring attitude towards individuals with mental
handicap. The educational program offered to care-
givers is designed to combat negative social atti-
tudes towards individuals with disabilities. The
program uses informal gatherings, home groups, and
simplified presentations, avoiding school-like ses-
sions. Low-cost materials are used. Topics covered
include: the physical, spiritual, and mental needs of
the person involved, as well as his/her parents,
teachers, and society; educational principles; clean-
liness; intellectual disciplines; parent-teacher rela-
tions; skills for living; sex education; ethical issues;
physical education; natural massage; and first aid.
Indications are noted that some Asian nations are
establishing an institutional or structured approach
to the education and care of persons with intellec-
tual handicaps. (JDD)

ED 355 685

EC 301 915

Mellard, Daryl F. And Others

National Study of High School Programs for Handicapped Youth. National High School Project. Vol. 2: A Quantitative Description of Concepts and Practices for Students with Disabilities.

Kansas Univ., Lawrence. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—12 Sep 93. Contract—G008530217.

Note—301p.; For a related document, see ED 294 347. For volume 1, see ED 314 918. A part of the National Study of High School Programs for Handicapped Youth in Transition.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Administrator Attitudes, *Disabilities, Educational Assessment, *Educational Practices, *Educational Quality, Educational Trends, Futures (of Society), Higher Education, High Schools, High School Students, Mainstreaming, *Preservice Teacher Education, Regular and Special Education Relationship, Special Education, Teacher Attitudes, *Teacher Characteristics, Teacher Educators, Teacher Qualifications, Trend Analysis, Values.

The National High School Project was initiated to provide policy makers at the federal, state, and local levels with the information needed to design and evaluate the quality of special education programs serving youth with mild to moderate disabilities. This project report describes the results of a series of five surveys which examined multiple perspectives on the desired attributes of high school special education programs and staffs. An introductory section reviews literature on projected societal trends, the general education initiative in secondary-level special education programs, postsecondary transitions, regular education reforms, and teacher training. The five surveys, which examined the values of directors of special education, superintendents of schools, and preservice teacher trainers, and their impacts on special education programs and teaching staff are then detailed in five separate sections. These surveys addressed: (1) identification of attributes of successful high school special education programs, activities of quality special education programs, special education teacher attributes, and preservice teacher training activities; (2) ranking of the 15 most important program and staff attributes by experts in the field of special education; (3) weighting of 10 program attributes and 10 teacher attributes; (4) determination of the utility of program activities' impact on special education program attributes; and (5) identification of preservice training activities that have the greatest utility for developing a defined set of desired teacher attributes. A final section of the report reviews issues and trends and describes goals for model high school special education programs and for teacher education. Appendices contain the survey forms. (Contains 123 references.) (JDD)

ED 355 686

EC 301 916

Kupper, Lisa, Ed.

Estate Planning.

Interstate Research Associates, McLean, VA.; National Information Center for Children and Youth with Disabilities, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—92

Contract—H030A00002

Note—21p.

Available from—Interstate Research Associates, NICHCY, P.O. Box 1492, Washington, DC 20013-1492 (single copies free).

Journal Cit—NICHCY News Digest; v2 n1 1992. Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Children, *Disabilities, *Estate Planning, Financial Support, Individual Needs, Money Management, Parent Child Relationship, *Parent Responsibility, *Trusts (Financial), *Wills.

This issue of the "NICHCY News Digest" presents several articles designed to help parents of children with disabilities to plan their estate to best meet the needs of these children. The issue begins with an overview of the topic that discusses the following aspects: how the type of disability affects

estate planning; considerations involved in writing a will; how to start planning an estate; issues to consider; and four possible approaches to establishing a will. A second article describes the creation of a Special Needs Trust to ensure that a person with a disability receives necessary supplemental care in the future. A final article focuses on the Letter of Intent, written by parents or guardians to describe a child's background and lifestyle as well as the parents' wishes, hopes, and plans for the child's future. A listing of 21 print resources and 13 organizational resources that may be able to provide further advice and information is also included. (PB)

ED 355 687

EC 301 917

Smith, Steven W.

Effects of a Metacognitive Strategy on Aggressive Acts and Anger Behavior of Elementary and Secondary-Aged Students.

Florida Educational Research Council, Inc., Sanibel.

Pub Date—92

Note—56p.

Available from—Florida Educational Research Council, P.O. Box 506, Sanibel, FL 33957 (\$3.50, 10% discount on five or more).

Journal Cit—Florida Educational Research Council Research Bulletin; v24 n1-2 Fall-Win 1992

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aggression, Anger, Antisocial Behavior, *Behavior Problems, *Disabilities, Elementary School Students, Elementary Secondary Education, High School Students, *Intervention, *Metacognition, Program Effectiveness, *Self Control, Thinking Skills.

Identifiers—Middle School Students

This report investigates the effectiveness of a metacognitive strategy in reducing anger behavior and/or aggressive acts in elementary and secondary-aged students placed in special education classes. Three separate studies were conducted with three elementary, three middle, and three high school students who were placed in special education resource or self-contained classrooms. The metacognitive strategy consisted of interviews with individual students concerning the consequences of the student's behaviors; student commitment to participate in the strategy; teaching of the ZIPPER strategy (zip your mouth, identify the problem, pause, put yourself in charge, explore choices, and reset); role play; verbal rehearsal and practice; and commitment to generalize. Overall results indicated that students used the metacognitive strategies taught to reduce anger acts and aggressive behavior. (PB)

ED 355 688

EC 301 918

Hemmeter, Mary Louise. Rous, Beth

Project STEPS. Developmental Ages for Skills Included on the Helpful Entry Level Skills Checklist.

Child Development Centers of the Bluegrass, Lexington, KY.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—92

Contract—H024D90023

Note—41p.; For a related document, see EC 301 919.

Available from—Child Development Centers of the Bluegrass, Inc., 465 Springhill Dr., Lexington, KY 40503-1233.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Rating Scales, Check Lists, *Child Development, Communication Skills, *Developmental Stages, *Developmental Tasks, Early Childhood Education, Elementary School Students, Preschool Children, Preschool Tests, *School Readiness Tests, Self Control, Social Behavior, Student Adjustment.

This manual, which was developed to assist persons using the Helpful Entry Level Skills Checklist, includes typical developmental levels or ages for each skill addressed on the check list for children ages 3 through 6. The guidelines are designed to be used to target appropriate skills for intervention. Skills included in the check list include: understanding of classroom rules, work, communication, social behavior, and self-management. (PB)

ED 355 689

EC 301 919

Stephens, Peggy. Rous, Beth

Project STEPS. Facilitation Packet for the Development of a System for the Transition of Young Children and Their Families.

Child Development Centers of the Bluegrass, Lexington, KY.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—92

Contract—H024D90023

Note—127p.; For a related document, see EC 301 918.

Available from—Project STEPS, Child Development Centers of the Bluegrass, 465 Springhill Dr., Lexington, KY 40503-1233 (\$15).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Agency Cooperation, *Disabilities, Early Childhood Education, Early Intervention, *Educational Cooperation, Educational Needs, Educational Objectives, Family Involvement, Family School Relationship, Models, Outreach Programs, *Program Development, Public Schools, School Readiness, Staff Role, *Transitional Programs.

Identifiers—Project STEPS (Sequenced Transition to Educ)

This package was developed through the outreach activities of Project STEPS (Sequenced Transition to Education in the Public Schools), which developed an early childhood transition model to facilitate the development of state and community-wide systems for transition. The package covers four major component areas of transition: interagency structures and administration, staff involvement, family involvement, and child preparation for the next environment. The package contains blank forms, graphic organizers, and other materials for developing and implementing a comprehensive transition plan. It is organized into nine major sections which cover the following issues: determining background considerations; determining participants in transition system design and operation; creating a shared vision; transition system needs assessment; developing an interagency structure; formulating administrative policies and procedures; developing a program for staff involvement; developing a program for family involvement; and developing strategies to prepare the child for the next placement and to prepare the next placement to meet the needs of the child. (PB)

ED 355 690

EC 301 920

Coats, Kevin I.

The Impact of Reality Therapy in a School for Emotionally Disturbed Youth: A Preliminary Report.

Pub Date—[91]

Note—28p.; Portions contain uneven density print. Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Change, Behavior Modification, *Behavior Problems, Educational Therapy, Elementary School Students, Elementary Secondary Education, *Emotional Disturbances, Intervention, *Outcomes of Treatment, *Reality Therapy, Student Behavior, Teacher Attitudes.

Identifiers—*Glasser (William), Middle School Students

This preliminary report examined the impact of W. Glasser's Reality Therapy techniques on teacher attitudes and the behavior of emotionally disturbed elementary and middle school students. A summary of Glasser's Control Theory and his recent revisions pertaining to Reality Therapy techniques is included as well as a review of the outcome literature. Subjects were 33 students with severe emotional and behavioral disabilities attending a special school. Techniques used in the intervention included specifying a clear set of expectations and consequences for behavior, and sending students who exhibit unacceptable behavior to the in-school support room to develop a plan "to do better." Data were collected via staff interviews and an examination of student behavior logs. Results suggest that Reality Therapy strategies contributed to the overall program effect in reducing frequency of severe student behavior problems. In addition, most teachers indicated that they perceived Reality Therapy as having a positive impact on student behavior and overall climate. (Contains approximately 30 references.) (Author/PB)

ED 355 691

EC 301 921

Fullogar, Patricia And Others

Communication, Coordination, and Cooperation:

Perspectives on Service Delivery and Part H. North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Feb 93

Contract—G0087C3065

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, Agency Role, Child Health, Community Programs, *Delivery Systems, *Disabilities, *Early Intervention, Educational Legislation, Family Involvement, Family Programs, Federal Legislation, Government Role, *Health Personnel, Infants, *Medical Services, Opinions, Preschool Education, Public Policy, Toddlers, Trend Analysis

Identifiers—Focus Groups Approach, *Individuals with Disabilities Education Act Part H

This study examines the health care community's perspective on the delivery of services to young children with special needs and to their families. Focus group discussions were held with 87 health care practitioners in 5 states to identify extant trends and patterns of current practices, problems, and concerns. In the discussions, health care providers devoted more time to a description of difficulties with availability and accessibility of resources than to any other topic. Family and social issues affecting the use of available resources were important topics, as was the need for a knowledgeable and experienced service coordinator whose responsibilities would include arranging and organizing necessary resources for individual families. The scenarios related by the health care professionals indicated that governmental policies or agencies may be actively interfering with meeting the challenge of family-focused and community-based care as legislated in Part H of the Individuals with Disabilities Education Act. (Contains 21 references.) (PB)

ED 355 692

EC 301 922

Rooney, Robin And Others

Distinctive Personnel Preparation Models for Part H: Three Case Studies.

North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—93

Contract—G0087C3065

Note—49p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Disabilities, Educational Legislation, Educational Policy, Federal Legislation, Higher Education, *Inservice Teacher Education, Interdisciplinary Approach, *Leadership Training, Preschool Education, *Preservice Teacher Education, Professional Education, *Program Implementation, *Staff Development

Identifiers—*Individuals with Disabilities Education Act Part H

This report presents strategies for implementing interdisciplinary personnel preparation programs for Part H of the Individuals with Disabilities Education Act and discusses barriers to meeting the spirit and intent of the personnel preparation components of the law. Three models of personnel preparation were explored, including preservice, inservice, and leadership training. They included the University of Illinois preservice masters and doctoral programs in Early Childhood Special Education; the inservice efforts of the Wisconsin Personnel Development Project and the Wisconsin Family Centered Intervention Project; and the Leadership Training Institute for Faculty Involved in the Preparation of Family Practitioners, in Vermont. Data sources included program documents and telephone interviews with key staff. Issues explored for each model included program development, program implementation, contextual constraints, program results, and future of the program. Analysis of case study findings focuses on unique program features, common characteristics and trends, common contextual constraints, implications for practitioners, further research, and policy recommendations. A copy of the interview guide is provided in an appendix. (Contains 14 references.) (PB)

ED 355 693

EC 301 923

Arcia, Emily And Others

Status of Young Mexican-American and Puerto Rican Children: Implications for Early Intervention Systems.

North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Feb 93

Contract—G0087C3065

Note—39p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Health, Comparative Analysis, *Demography, *Disabilities, Disadvantaged Youth, Elementary Education, *Hispanic Americans, Incidence, Latin Americans, Low Income Groups, *Mexican Americans, Minority Group Children, One Parent Family, Poverty, Preschool Education, *Puerto Ricans, Urban Areas

Identifiers—Latinos

This study analyzed data on general health and functional status of Mexican-American and Puerto Rican children in the United States. Data came from the Hispanic Health and Nutrition Examination Survey, a database that contains parental reports of neonatal characteristics, chronic-developmental conditions, and functional limitations, and physician reports of diagnoses. Results indicated that Mexican-American and Puerto Rican families tended to be similar in ages and years of education of head of households, maternal and paternal ages at children's birth, and family size. Puerto Rican children were more likely to live in urban settings in low income female-headed families, compared to Mexican-Americans. For children under 5 years of age, chronic-developmental conditions and functional limitations were not markedly different between the two groups. It was estimated that 9.4 percent of Puerto Rican children and 8.3 percent of Mexican American children under the age of 5 have a developmental concern. From the ages of 5 to 11, Puerto Rican children exhibited substantially more chronic-developmental conditions and functional limitations than did Mexican-Americans. Significant differences in developmental and health conditions between the groups argue against discussion of Latino children as a homogenous group. Results in general highlight a need for family-centered policies. (Contains 43 references.) (PB)

ED 355 694

EC 301 924

Serving the Nation's Students with Disabilities:

Progress and Prospects. A Report to the President and the Congress of the United States.

National Council on Disability, Washington, DC.

Pub Date—4 Mar 93

Note—118p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, *Disabilities, Due Process, Educational Change, *Educational Legislation, Educational Policy, *Educational Quality, Education Work Relationship, Elementary School Students, Elementary Secondary Education, *Federal Legislation, Individualized Education Programs, Interdisciplinary Approach, Mainstreaming, Multicultural Education, *Outcomes of Education, Policy Formation, *Program Effectiveness, Quality of Life, School Readiness, Secondary School Students, Special Education

Identifiers—*Individuals with Disabilities Education Act

This study was commissioned to determine how the Individuals with Disabilities Education Act is working, what outcomes children and youth with disabilities are achieving, and how the system can be improved in the context of current education reform initiatives. Key policy themes addressed include individualized education programs, least restrictive environments, procedural safeguards, and multicultural and multidisciplinary education. Outcomes examined include academic achievement, school and work readiness, quality of life, and minimal instructional time lost. The report then focuses on school reform efforts for various student populations; assesses the impact of such initiatives as work readiness and quality of life; examines student outcomes at present and expectations for the future; and discusses measures and indicators used in educational assessment. Conclusions of the study are expressed in terms of recommendations to the President and

Congress, as well as recommendations for parents, practitioners, and other stakeholders in the special education system. (Contains 40 references.) (PB)

ED 355 695

EC 301 925

Sharing the Risk and Ensuring Independence: A Disability Perspective on Access to Health Insurance and Health-Related Services. A Report to the President and the Congress of the United States.

National Council on Disability, Washington, DC.

Pub Date—4 Mar 93

Note—82p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Delivery Systems, *Disabilities, Employment, *Health Care Costs, *Health Insurance, Independent Living, Medical Services, Normalization (Handicapped), Policy Formation, *Public Policy

This study was designed to identify major issues of access to health insurance and health-related services for persons with disabilities and to develop recommendations that reflect a disability perspective on how these issues can be addressed. Findings and recommendations of the study are based on a review of the literature and testimony from over 75 individuals who participated in 3 public forums. The following findings indicated that: (1) persons with disabilities face major hurdles in obtaining adequate private health insurance; (2) the employment-based private insurance system adversely affects access to private health insurance, particularly for individuals with disabilities who are self-employed or employed by small firms; (3) limitations in the range of services covered under public programs may require that an individual be institutionalized to receive needed services; (4) people with disabilities often forego employment opportunities in order to maintain public health insurance; and (5) the range of services covered by insurance often restricts coverage of services important for persons with disabilities to achieve independence. Recommendations for Congressional action to expand availability and affordability of health insurance are provided. (PB)

ED 355 696

EC 301 926

Study on the Financing of Assistive Technology Devices and Services for Individuals with Disabilities. A Report to the President and the Congress of the United States.

National Council on Disability, Washington, DC.

Pub Date—4 Mar 93

Note—161p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Accessibility (for Disabled), Adults, *Assistive Devices (for Disabled), Communication Aids (for Disabled), Cost Effectiveness, *Disabilities, Elementary Secondary Education, Federal Legislation, *Financial Support, Independent Living, Mainstreaming, Normalization (Handicapped), Policy Formation, Preschool Education, *Public Policy, Quality of Life, *Technology

Identifiers—*Technology Related Assistance Individual Disabil Act

This study, which was mandated in Title II of the Technology-Related Assistance for Individuals with Disabilities Act, explores issues surrounding the financing of assistive technology and examines questions of accessibility, availability, affordability, and cost-effectiveness. The study offers a paradigm of disability focusing on how specific disabilities change the manner in which the activities of life are performed. It outlines the demographics of disability, defines the problem of access to assistive technology, and presents 12 major findings. Findings focus on: information awareness and coordination, inconsistent standard of need to justify funding across public programs, awareness and enforcement of existing rights and entitlements, health care funding of assistive technology, coordination of services and funding, monitoring the use of assistive technology, consumer choice and control, funding for support services, gaps in access for specific populations, availability of funding resources, impact and benefits of assistive technology, and funding solutions. In general, findings indicate that assistive technology makes education in regular school settings possible, reduces dependence on family members, saves money, enables individuals to sustain and improve their employment, and generally improves quality of life for individuals with disabilities. Sixteen recommendations for policy adaptation and legislative action are provided. An appendix examines recent

public policy experience in the area of assistive technology. (Contains 26 references.) (PB)

ED 355 697 **EC 301 927**

Wakefield, John F.

Creativity Tests and Artistic Talent.

Pub Date—28 Feb 92

Note—28p.; Paper presented at the Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (Lawrence, KS, February 28, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Art, Art Expression, Creative Expression, Creative Thinking, *Creativity, *Creativity Tests, Divergent Thinking, Grade 5, Grade 6, Grade 8, Intelligence Quotient, Intermediate Grades, Longitudinal Studies, Measurement Techniques, Personality, *Predictive Validity, Secondary Education, *Talent, *Talent Identification, Vocational Interests

Identifiers—ACT Interest Inventory
A longitudinal study of various measures of creativity was conducted to determine the validity of a number of possible predictors of an arts orientation. Tests of creative thinking, creative personality, divergent thinking, intelligence, and school achievement were administered to above-average fifth-graders (N=23), who also drew pictures based on a common theme. Students then took the ACT Interest Inventory 1 year and 3 years later. Arts interest in sixth grade was predicted by expert ratings of the fifth-grade drawings for artistic merit and scores on creative thinking and creative personality measures. The only fifth-grade measure which predicted arts interest in eighth grade was artistic merit of drawings. Artistic competence in fifth grade was a leading indicator of a developing arts orientation in the eighth grade. The study concluded that: (1) expert ratings of drawings for artistic merit were the best means tested for early identification of artistic talent; (2) problem finding requires skills or abilities that were not assessed by the intelligence quotient measures, but were correlated with achievement and creativity criteria; (3) the divergent thinking exercise used in the study seemed to have a verbal bias that was absent from the creative thinking exercise; and (4) in the long run, many determinants other than thinking skills affect developing career orientations. (Contains 27 references.) (Author/JDD)

ED 355 698 **EC 301 928**

Lin, Shang-Ping, Sikka, Anjoo

The Gifted-Visually Handicapped Child: A Review of Literature.

Pub Date—Nov 92

Note—28p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Knoxville, TN, November 1992).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ability Identification, Assistive Devices (for Disabled), Braille, Educational Diagnosis, Elementary Secondary Education, *Gifted Disabled, Special Programs, *Student Characteristics, Student Evaluation, *Talent Identification, Teaching Methods, Underachievement, *Visual Impairments

This literature review examines and integrates research addressing visual handicap and giftedness and provides suggestions for the identification and education of gifted students with visual handicaps. The review addresses definitions of visual handicap and giftedness, characteristics of the gifted visually handicapped child, the problem of underachievement, the importance of braille training, identification methods, special needs, model programs developed, and placement and curriculum. The review concludes with several suggestions and implications for identifying and serving gifted visually handicapped children. (Contains 36 references.) (PB)

ED 355 699 **EC 301 929**

Handicap Accessibility: A Self-Evaluation Guidebook for ACTION and Its Grantees. Handbook 240.

ACTION, Washington, DC. Office of Equal Opportunity.

Report No.—OMB-3001-0128

Pub Date—May 92

Note—43p.

Pub Type—Guides - Non-Classroom (055) —

RIE AUG 1993

Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accessibility (for Disabled), Adults, Building Design, Check Lists, *Design Requirements, Normalization (Handicapped), *Physical Disabilities, *Physical Mobility, *Self Evaluation (Groups), *Structural Elements (Construction)

Identifiers—*ACTION (Agency)

This handbook is designed to assist managers of ACTION grantee programs in evaluating the degree to which the needs of persons with disabilities are incorporated into their programs for physical accessibility of buildings and facilities. After a general discussion of self-evaluation principles and accessibility guidelines, a checklist is provided to help identify physical barriers to access in existing programs and buildings. The checklist focuses on measuring and evaluating accessibility of all the grantee's programs, activities, and services. Parking, elevators, ramps, entrances and interior doors, stairs, restrooms, drinking fountains, warning signs, conference areas, telephones, picnic areas, and other features are outlined in detail. (PB)

ED 355 700 **EC 301 930**

Kupper, Lisa, Ed.

Transition Services in the IEP.

Interstate Research Associates, McLean, VA.; National Information Center for Children and Youth with Disabilities, Washington, DC.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Mar 93

Contract—H030A00002

Note—29p.

Available from—Interstate Research Associates, NICHCY, P.O. Box 1492, Washington, DC 20013 (single copy free).

Journal Cit—NICHCY Transition Summary; v3 n1 Mar 1993

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), *Disabilities, Educational Legislation, *Educational Objectives, *Educational Planning, Educational Trends, *Education Work Relationship, Federal Legislation, Independent Living, *Individualized Education Programs, Legal Responsibility, Postsecondary Education, Secondary Education, Student Evaluation, *Transitional Programs

This issue of "Transition Summary" was developed to assist Individualized Education Program (IEP) teams in planning for successful transitions from high school into independent adulthood by students with disabilities. Definitions of transition services within federal law are first explored and legal implications for the IEP team are outlined. This section discusses types of transition services, when services must be provided, who determines what services are needed and how this is done; eligibility for services, and service providers. The second half of the issue examines how federal law might best be translated into educational action, including evaluation of transition components to include in the IEP, current national trends regarding establishment of transition goals, and the importance of assessment in helping each student plan for transition. Transition components that are critical for IEP teams to address include employment, postsecondary educational activities, independent living, eligibility for adult services, and community participation. A bibliography of approximately 100 print materials and a list of 22 organizations conclude the guide. (Contains 34 references.) (PB)

ED 355 701 **EC 301 931**

Summary of Existing Legislation Affecting People with Disabilities. [Revised.]

National Association of State Mental Retardation Program Directors, Alexandria, VA.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.—ED/OSERS-92-8

Pub Date—Jun 92

Contract—OSER-433J47100266

Note—267p.; For an earlier version, see ED 302 996.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Books (010) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adults, Civil Rights, *Civil Rights Legislation, *Disabilities, *Educational Legisla-

tion, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Equal Protection, *Federal Legislation, *Federal Programs, Preschool Education, Public Health Legislation

This publication provides a summary of relevant federal laws concerning the legal rights and benefits available to persons with disabilities. Relevant laws are divided into general subject areas, including education, employment, health, housing, income maintenance, nutrition, civil rights, social services, transportation, and vocational rehabilitation. After providing a brief overview of each law's basic structure, major programs authorized under the statute that affect persons with disabilities are described. The summary of each law concludes with an encapsulated legislative history, highlighting major milestones in the evolution of the particular statute as it impacts persons with disabilities. Minor legislation is summarized in an abridged format. Appendices provide a table listing the legislative histories of key statutes and a table of programs within each category. (PB)

ED 355 702 **EC 301 932**

Pocket Guide to Federal Help for Individuals with Disabilities.

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Clearinghouse on Disability Information.

Report No.—ED/OSERS-93-3

Pub Date—93

Note—37p.; For a previous edition, see ED 295 382.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Advocacy, Agency Role, Civil Rights, Civil Rights Legislation, *Disabilities, Educational Legislation, Elementary Secondary Education, Employment, Federal Legislation, *Federal Programs, Financial Support, Government Role, Housing, *Human Services, Medical Services, *Public Agencies, Taxes, Transportation, Vocational Rehabilitation

Identifiers—Americans with Disabilities Act 1990

This publication contains information on government-wide benefits and services for which individuals with disabilities may be eligible. Information is organized into sections on programs for specific disability groups, vocational rehabilitation, education, employment, financial assistance, medical assistance, civil rights, housing, tax benefits, and transportation. Contact information is provided for governmental offices involved in service provision. A separate section describes the Americans with Disabilities Act and key offices to contact regarding its requirements in the areas of employment, public services, public accommodations, and telecommunications. (PB)

ED 355 703 **EC 301 949**

Klein, Pnina S., Ed. Tannenbaum, Abraham J., Ed.

To Be Young and Gifted.

Report No.—ISBN-0-89391-956-X

Pub Date—92

Note—393p.

Available from—Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648 (\$65.00 hardback—ISBN-0-89391-839-3; \$27.95 paperback—ISBN-0-89391-956-X).

Pub Type—Collected Works - General (020) — Information Analyses (070) — Books (010)

Document Not Available from EDRS.

Descriptors—*Ability Identification, *Child Development, *Cognitive Development, Creative Development, Creativity, Early Childhood Education, Educational Diagnosis, Educational Needs, Educational Research, Enrichment, *Gifted, Individual Development, Mainstreaming, Social Development, Standardized Tests, Student Development, Student Needs, *Talent, *Talent Identification, Teaching Methods, Young Children

This book reviews and summarizes recent research into the intellectual, emotional and creative development of young gifted children. An introductory section includes the following: "Early Signs of Giftedness: Research and Commentary" (Abraham Tannenbaum); "Creative Giftedness in Children" (Robert Sternberg and Todd Lubart); and "Cultural Constraints on Cognitive Enrichment" (Karsten Hundeide). Part II examines early development of

giftedness in "A Developmental View on the Early Identification of the Gifted" (Frances Horowitz) and "The Early Development of Three Profoundly Gifted Children of IQ 200" (Miraca Gross). Part III examines precocious mental powers and processes in young children, and includes the following papers: "The Use of Standardized Tests with Young Gifted Children" (Nancy Robinson and Halbert Robinson); "Precocious Reading of English: Origins, Structure, and Predictive Significance" (Nancy Jackson); and "The Learning Game" (Lannie Kanevsky). Part IV explores enhancing the environments of gifted children in "Mediating the Cognitive, Social, and Aesthetic Development of Precocious Young Children" (Pina Klein) and "Early Interactions and Metacognitive Development of Preschoolers" (Ellen Moss). A final section places early giftedness in a social context, in two papers: "Moral Reasoning, Moral Behavior, and Moral Giftedness: A Developmental Perspective" (Golda Rothman) and "Meeting the Educational Needs of All Students in the Heterogeneous Class" (Rachel Ben Ari and Yisrael Rich). Papers include references. (PB)

ED 355 704

EC 301 950

Lyon, G. Reid, Ed. And Others

Better Understanding Learning Disabilities: New Views from Research and Their Implications for Education and Public Policies.

Report No.—ISBN-1-55766-116-2

Pub Date—93

Note—362p.

Available from—Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 (\$35).

Pub Type—Collected Works - General (020) — Information Analyses (070) — Books (010)

Document Not Available from EDRS.

Descriptors—Classification, Cognitive Psychology, Definitions, Developmental Psychology, Educational Diagnosis, Educational Policy, Educational Research, Elementary Secondary Education, Grouping (Instructional Purposes), Handicap Identification, Labeling (of Persons), Learning Disabilities, Learning Theories, Models, Public Policy, Reading Difficulties

This book examines critical issues in classification and definition of learning disabilities; the development of theory in learning disabilities; the development of cognitive, developmental, and educational models of learning disabilities; and social and public policy in learning disabilities. After an introductory chapter by G. Reid Lyon and Louisa Moats, the book is divided into four sections. Part I covers classification of learning disabilities, including: "Models of Classification as Related to a Taxonomy of Learning Disabilities" (Roger Blashfield); "Classification of Learning Disabilities: Relationships with Other Childhood Disorders" (Jack Fletcher, et al.); "Broadening the Scope of Classification Research: Conceptual and Ecological Perspectives" (Deborah Speece); and "Issues in Empirical versus Clinical Identification of Learning Disabilities" (Robin Morris). Part II, Definition and Theory in Learning Disabilities, includes: "Defining Learning Disabilities: A History of the Search for Consensus" (John Doria); "Development of Operational Definitions in Mental Retardation: Similarities and Differences with the Field of Learning Disabilities" (Donald MacMillan); "Variations on Theory in Learning Disabilities" (Joseph Torgesen); and "A Science and Theory of Learning Disabilities" (Kenneth Kavale). Part III, Perspectives on Research and Clinical Practice in Learning Disabilities, includes the following: "Learning Disabilities from the Perspective of Cognitive Psychology" (H. Lee Swanson); "Learning Disabilities: An Interactive Developmental Paradigm" (Melvin Levine, et al.); "Learning Disabilities from an Educational Perspective" (Naomi Zigmund); and "The Construct Validity of Discrepancy Definitions of Reading Disability" (Keith Stanovich). A final section examines the impact of social and policy issues on learning disabilities, including: "Linking Purpose and Practice: Social-Political and Developmental Perspectives on Classification" (Barbara Keogh); "Learning Disabilities and Public Policy: Myths and Outcomes" (Edwin Martin) and "Conclusions and Future Directions" (Duane Alexander, et al.). Papers include references. (PB)

ED 355 705

EC 301 951

Adelman, Howard S. Taylor, Linda

Learning Problems & Learning Disabilities: Moving Forward.

Report No.—ISBN-0-534-18756-0

Pub Date—93

Note—480p.

Available from—Brooks/Cole Publishing Company, 511 Forest Lodge Rd., Pacific Grove, CA 93950-5098 (\$40.50).

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055) — Books (010)

Document Not Available from EDRS.

Descriptors—At Risk Persons, Classroom Techniques, Curriculum Development, Educational Change, Educational Diagnosis, Elementary Secondary Education, Handicap Identification, Individualized Instruction, Intervention, Learning Disabilities, Learning Problems, Mainstreaming, Multicultural Education, Regular and Special Education Relationship, Student Motivation, Teaching Methods

This book offers an overview and a context for understanding learning disabilities in a regular education setting. An initial section offers perspectives for understanding the nature and scope of learning problems and learning disabilities. An overview of intervention is then presented, exploring each phase of the process, the types of programs offered from preschool through adulthood, approaches to assessment, and ideas for improving upon current practices. The third section focuses on specific ideas and procedures for personalizing instruction and providing remediation, emphasizing the importance of matching motivation and development, providing a comprehensive curriculum, and using a sequential and hierarchical approach to learning. Processes and problems involved in moving toward comprehensive practice and research are then discussed. The last section includes a specially prepared set of 20 readings providing a detailed look at learning disabilities, assessment, teaching, and the process of intervention as it relates to individuals and society. (PB)

ED 355 706

EC 301 954

Bowen, Mack L. Stearns, Keith E.

Low-Incidence Special Education Teacher Preparation: A Supply and Capacity Pilot Study.

Illinois State Univ., Normal. Dept. of Specialized Educational Development.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—92

Contract—H029K00033

Note—69p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Disabilities, Elementary Secondary Education, National Surveys, Preservice Teacher Education, Questionnaires, Teacher Certification, Teacher Education, Teacher Recruitment, Teacher Supply and Demand

This study was designed to obtain information on the national supply of special education teachers of low incidence disabilities including training program capacity, individual training program characteristics, and projections of numbers of program graduates. A pilot survey instrument was developed and completed by 233 low incidence area special education teacher preparation programs. Areas surveyed were hearing impaired, deaf-blind, early childhood special education, visually impaired, multi-handicapped, physically handicapped, bilingual special education, trainable mentally handicapped, and severe/profound impairments. Survey questions covered institutional program information, certification practices, student recruitment and retention, program capacity, graduate follow-up, and supply/demand projections. Findings are presented in narrative and tabular form according to overall program composites, by individual low-incidence disability area, and by topics of questions. Conclusions suggest specific areas of concern: institutional and State certification practices, program training capacity and graduates follow-up, and student recruitment and retention. Appendices include the survey instrument, a listing of the programs responding to the survey, and results of a follow-up survey of nonrespondents. (Contains 11 references.) (PB)

ED 355 707

EC 301 955

Dedman, Jean And Others

Evaluating the Feasibility of a Personal Attendant Training Program: How Do You Determine Whether a Center of Independent Living Has the Resources and Capabilities To Offer This Type of

Program.

Pub Date—Nov 92

Note—14p.; Paper presented at the Annual Meeting of the American Evaluation Association (November 5-7, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendants, Disabilities, Evaluation Methods, Independent Living, Planning, Program Design, Program Development, Program Evaluation, Training

Identifiers—Evaluability Assessment, Independent Living Centers

This paper discusses the design of a program by the Nashville (Tennessee) Center for Independent Living (CIL) to train consumers with disabilities in employing, training, supervising, and firing personal attendants. The program, supported by the Tennessee Developmental Disabilities (DD) Planning Council, provided an opportunity for program design and evaluation to begin together. The process began with an evaluability assessment, in which evaluators worked with the CIL project staff and the DD Council in a strategic planning process which helps ensure sound management of the new program, including the development of agreed-upon objectives and achievement measures that would make an independent evaluation of the project meaningful. One of the first accomplishments of the evaluation was that the program staff and the DD Council agreed that the program design should be shifted from training of both consumers and personal attendants to training of consumers and development of a guide to personal attendant services. Issues to be considered in provision of personal attendant services were identified, including personal security, personality, skills, and financing. Evaluators will also work with the CIL project staff and the DD Council to produce a working model of the service and detailed service definitions. The paper concludes that use of evaluability assessment can result in clarity of purpose, design of successful programs, and ability to demonstrate this success to policy makers. (JDD)

ED 355 708

EC 301 956

Keith, Patricia B. And Others

Investigating the Influences of Class Size and Class Mix on Special Education Student Outcomes: Phase One Results.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—18 Feb 93

Contract—M159A10002

Note—7p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Affective Behavior, Class Size, Elementary Secondary Education, Emotional Disturbances, Grouping (Instructional Purposes), Learning Disabilities, Mild Mental Retardation, Outcomes of Education, Performance Factors, Student Behavior

Identifiers—Virginia

This study investigated students with specific learning disabilities (SLD), serious emotional disturbances (SED), and educable mental retardation (EMR) to determine if class size and class mix influence educational outcomes. A total of 110 students in 12 classrooms were included in the sample, which included classes with waivers (classes out of compliance with Virginia standards) for class size or class mix; waived classes with SLD, SED, and EMR students; and classes in compliance with Virginia standards (non-waived classes). Four academic achievement areas and nine affective areas were used as educational outcomes in the quantitative and qualitative research. Results indicated that student achievement is affected by class size; students in single disability classes appeared to have higher reading, math, and social studies achievement than students who were mixed with other disabilities; students in non-waived classes had better general behavior and were making more progress toward their educational goals than students in waived classes; student self-concept, motivation level, time on task, educational aspirations, liking of special education classes, and awareness of special education placement were not significantly different in waived versus non-waived classes; and teaching methods were not significantly different. (JDD)

ED 355 709

EC 301 957

Guerra, Patricia And Others

Site-Based Management and Special Education: Theories, Implications and Recommendations. A White Paper.

Pub Date—Nov 92

Note—55p; Paper presented at the Conference of the University Council for Educational Administration (October 30-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Disabilities, *Educational Policy, Educational Practices, Educational Theories, Elementary Secondary Education, Models, *Organizational Theories, Principals, Regular and Special Education Relationship, Role Perception, *School Based Management, School Organization, *School Restructuring, Special Education

This paper discusses distinguishing features of site-based management, theories supporting site-based management, examples of current practices, and special education implications. Part I presents issues concerning the implementation of site-based management as a restructuring process, including obstacles in implementing site-based management, vehicles for developing and implementing campus site-based management, the principal's role, critical elements to successful implementation, theoretical basis, and useful concepts from organizational theory. Part II provides examples and makes recommendations to aid policy makers in creating programs that address special education issues in the context of site-based management. It presents the Evaluation of Phases Model as an assessment activity prior to restructuring, and then proposes the following policies, accompanied by rationale and recommendations: (1) site-based management should be supported by drastic changes in organizational structures and procedures to result in improved educational outcomes for all children; (2) site-based management should promote the inclusion of students with disabilities; (3) changes in policies and procedures are necessary to enable effective special education practices in the context of site-based management; (4) site-based management should integrate regular and special education; and (5) site-based management should result in improved quality of programming and services to students with special needs. (Contains approximately 60 references.) (JDD)

ED 355 710

EC 301 958

Spencer, Patricia E.

Communicating with Signed Language: Hearing Mothers and Deaf Infants.

Pub Date—Nov 92

Note—13p; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (San Antonio, TX, November 20-23, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, *Deafness, Early Experience, Early Intervention, Expressive Language, Infants, Interpersonal Communication, Intervention, *Language Acquisition, Mothers, *Parent Child Relationship, *Parent Influence, Performance Factors, Preschool Education, *Sign Language, Total Communication

This study examined the expressive communication and language of seven hearing mothers and their deaf infants. Total communication intervention programming was begun before 9 months of age, and communication behaviors were observed during free play when infants were 12 and 18 months old. Other data were obtained in structured interviews with mothers. Results indicated that frequency of maternal signing was correlated at 12-month and 18-month sessions; patterns of frequent or infrequent signing production were evident within several months of entry into programming. Mothers who signed most often reported that other adults (fathers, other relatives, friends) were also learning and using signs. Infants' 18-month sign production was correlated with mothers' production at 12 and 18 months. Infants whose mothers signed approximately 40 percent of 12-month utterances began expressive signing at 13 months. The study concluded that even somewhat limited maternal sign production allowed infants to acquire first expressive signs at a normal age, and that infants whose caregivers are not signing after several months of intervention programming are at very

high risk for difficult and delayed language acquisition. (Author/JDD)

ED 355 711

EC 301 959

Koester, Lynne Sanford Spencer, Patricia E.

Early Interaction Patterns and Later Communicative Performance of Deaf Infants.

Gallaudet Research Inst., Washington, DC.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services; March of Dimes Birth Defects Foundation, Washington, D.C.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Aug 92

Contract—12-FY91-268; H023C10077; MCJ-110563

Note—14p; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Auditory Perception, *Communication Skills, *Deafness, *Early Experience, Infants, *Interaction, Interaction Process Analysis, *Intermode Differences, Interpersonal Communication, Language Acquisition, Language Skills, Learning Modalities, Performance Factors, Visual Perception

This study investigated associations between infants' prelinguistic communicative behaviors at 9 months and their communication and language performance at 12 and 18 months. The inclusion of both hearing (N=19) and deaf (N=16) infants in the study allowed identification of effects related to the receptive communication modality (vision versus audition) available to the infants. Findings indicated that, for both deaf and hearing infants, characteristics of interactive behaviors at 9 months (including signalling, rhythmic activity, and gaze aversion) are associated with later communicative behaviors. However, the presence or absence of ability to receive auditory communication resulted in similar early interactive behaviors being associated differently with communicative development of deaf and hearing infants. The study concludes that assumptions about "positive" or "negative" characteristics of infants' early interactive behaviors may result in misleading conclusions if infants' hearing status is not considered. Face-to-face and free play situations may be experienced differently and have different meanings for infants whose primary modality for receptive communication is vision instead of audition. (JDD)

ED 355 712

EC 301 960

Hodgens, J. Bart Weber, Anna

Social Withdrawal and Aggression in Subgroups of ADHD Children.

Pub Date—Aug 92

Note—12p; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, *Attention Deficit Disorders, Behavior Problems, Children, Classification, Elementary Education, Elementary School Students, *Handicap Identification, *Hyperactivity, *Social Behavior, Student Evaluation, Teacher Attitudes, *Withdrawal (Psychology)

This study involved 30 children with attention deficit disorder with hyperactivity (ADD+H), 14 children with attention deficit disorder without hyperactivity (ADD-H), and 28 clinic control children, with a mean age of 8.1 years, and utilized an extreme groups methodology. The study tested the hypothesis that the teacher-rated social behavior of ADD-H children would be characterized by social withdrawal and the ADD+H children by aggression. The hypothesis was confirmed, and the study concluded that this finding underlines the potential utility of separation of these two groups on the overactive dimension. (Contains 12 references.) (JDD)

ED 355 713

EC 301 961

Schwarz, Sharon M. Schellenberg, Richard P.

Social Support and Outcomes for Staff Serving Individuals with Mental Retardation.

Pub Date—14 Aug 92

Note—15p; Paper presented at the Annual Meeting of the American Psychological Association

(100th, Washington, DC, August 14-18, 1992). Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Attendants, Caregivers, Community Programs, *Competence, Employee Attitudes, Employer Employee Relationship, Group Unity, Helping Relationship, Job Performance, *Mental Retardation, *Moods, Performance Factors, Self Concept, *Self Efficacy, *Social Networks, Work Environment

Ninety-four persons employed in direct care positions in a community-based agency that serves adults with mental retardation completed self-report questionnaires assessing relationships between social support and the adaptive outcomes of mood, perceived competence, and self-efficacy. Findings indicated that: (1) negative mood was negatively associated with the extent to which caregivers perceived that fellow employees are involved with their jobs, employees are supportive, and supervisors are supportive of employees; (2) no relationships were observed between support and perceived competence; (3) negative relationships were observed between several indices of support and generalized self-efficacy; (4) no one type of support was more strongly associated with adaptive outcomes than any other type of support; (5) clarity of expectations and task orientation were negatively associated with negative mood; and (6) work pressure was positively associated with negative mood. Results suggest that it may be helpful to consider social support when assessing the work climate of caregivers of persons with mental retardation. (JDD)

ED 355 714

EC 301 962

Ivorie, Judith J. Russell, Joy

School-Based Teams: Can They Increase "Verifiable" Referrals to Special Education?

Pub Date—Nov 92

Note—16p; Paper presented at Teacher Education Division of the Council for Exceptional Children Conference "Transactions: Changing and Affecting Change" (Cincinnati, OH, November 11-14, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Consultation Programs, Cooperative Programs, Educational Cooperation, Elementary Secondary Education, Inservice Education, *Inservice Teacher Education, *Instructional Effectiveness, Learning Problems, Peer Relationship, Program Effectiveness, *Referral, Regular and Special Education Relationship, Special Education, *Special Needs Students, *Teamwork, Training

Identifiers—*Prereferral Intervention

This study describes the impact on referrals to special education when school-based teams composed of an administrator, classroom teacher, and special education teacher receive 16 hours of training in collaborative consultation and prereferral intervention. Data collected on 20 teams over a 2-year period indicate that teams trained in collaborative consultation can increase "verifiable" referrals (referrals which after case study do qualify for special education services) while providing timely support to classroom teachers with students not qualifying for special education services. Data were collected on faculty acceptance of teacher collaboration teams, along with teacher-perceived benefits and barriers to using school-based collaboration teams to meet the diverse needs of learners within the general classroom setting. Data indicated that, following implementation, a significant reduction occurred in faculty members' concern for acceptance of a formalized team-based, peer collaboration process in the school. Faculties pinpointed "time for consultation" as an ongoing concern with the use of the team process, and the most frequently cited advantage was "immediate help with problems." (Contains 12 references.) (JDD)

ED 355 715

EC 301 963

Glaser, Richard

Improving the Special Education Referral Process of At Risk Children by the Administration of Norm-Referenced Screening Instruments.

Pub Date—15 Feb 93

Note—56p; Ed.D. Practicum Report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests,

Cognitive Ability, Early Intervention, Grade Repetition, *Handicap Identification, *High Risk Students, *Learning Problems, *Norm Referenced Tests, Primary Education, Program Improvement, *Referral, *Screening Tests, Special Education

This practicum was designed to improve the process used to identify kindergarten and first-grade children who are at risk for academic failure and may need to be referred for a comprehensive special education evaluation. Prior to the practicum, the screening process consisted of a curriculum-based readiness measure which failed to identify children's cognitive potential and delayed further evaluation of children experiencing severe learning problems; grade retention was then used as a primary mode of intervention. The practicum involved the administration of norm-referenced screening instruments (the American Guidance Service Early Screening Profiles and the Wide Range Achievement Test-Revised) to assess children's cognitive abilities and levels of academic achievement. The strategy was able to be implemented by teachers, counselors, and staff other than the school psychologist. The practicum's objectives were successfully met. As a result of norm-referenced screening, 35 kindergarten and first-grade students (out of 112 eligible for Chapter 1 services) were referred for more comprehensive evaluation. Retentions were eliminated for the academic year. The strategy also provided developmental data in terms of children's ability and achievement levels, which should be useful in curriculum planning. (Contains 30 references.) (JDD)

ED 355 716

EC 301 964

Kaderavek, Joan N. And Others

Hemispheric Object Naming and Interhemispheric Transfer Functions in Reading Disordered Subjects.

Pub Date—Nov 92

Note—22p; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (San Antonio, TX, November 20-23, 1992).

Pub Type—Reports - Research (143)—Speeches-/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Brain Hemisphere Functions, Elementary Secondary Education, *Etiology, *Neurological Organization, Neuropsychology, Pictorial Stimuli, *Reading Difficulties, *Visual Stimuli, Vocabulary

This study measured unilateral, tachistoscopic naming reaction times of 30 normal and 30 reading-disordered children (mean age of 9.3 years) to objects representing two levels of picture vocabulary age. Reading disabled subjects are enrolled in the Reading Center, a diagnostic and treatment program for disabled readers at Bowling Green State University (Ohio). Results of analysis of the latency data showed main effects for Group and Stimuli, but not for Visual Field. All interactions were nonsignificant. The latency results obtained for each group appear to be explained by an interhemispheric transfer theory which indicates that, although each hemisphere may be capable of performing a component of a given processing task, the stage of processing required to complete the operation is functionally localized to one hemisphere. Analysis of the error data showed that significant differences in error rate existed between groups as a function of each visual half field. Significant differences existed between the two visual fields for the reading-disordered group but not for the normal reading subjects. Findings suggest that the left hemisphere of the reading-disordered subjects experienced difficulties with the integration of local and global form discriminations when responding to visual information displayed within brief presentation windows, and suggest that interhemispheric transfer deficits may underlie certain types of reading disorders in children. The paper concludes that reading-disordered children evidence difficulties in lower or early level recognition of visual information and this problem is significantly compounded when visual images are forced to cross the corpus callosum from the right to left hemisphere. (Contains 17 references.) (JDD)

ED 355 717

EC 301 965

Brown, Margaret Elizabeth

Planning for Deinstitutionalization: Supporting a Single Parent Father.

Pub Date—92

Note—77p; Ed.D. Practicum Report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, *Child Advocacy, Community Programs, *Counseling, *Deinstitutionalization (of Disabled), Fathers, Individual Counseling, Individual Development, Institutionalized Persons, *Mental Retardation, *One Parent Family, Program Effectiveness, Rural Areas, Social Isolation, *Social Support Groups, Training

This practicum provided support to isolated parents whose institutionalized children with mental handicaps were being returned to the community. It focused specifically on an isolated single parent father with a teenage daughter. The father joined a parent group for support. Support was provided to the father by assisting him in accessing information on community services for the child, exploring the development of new services, individual counseling including unlimited access by telephone, encouragement and support to join a parent self-help group, development and practice of advocacy skills, role-playing preparation prior to meetings with government officials, debriefing following such meetings, and reinforcement and celebration of successful advocacy efforts. Following support and training, growth was noted in the father's knowledge of community services, his self-confidence and empowerment, his ability to develop a written community living plan for the child, and his use of advocacy skills to secure his child's future. Other members of the parent group showed similar gains, but had not moved as far along in the process. Appendices contain pre-interview and post-interview guiding questions and an individual community living plan which addresses physical health, communication, psychological health, behavior, self-care skills, community integration, and projection of required services. (Contains 31 references.) (JDD)

ED 355 718

EC 301 970

Sugai, George M. Tindal, Gerald A.

Effective School Consultation: An Interactive Approach.

Report No.—ISBN-0-534-19302-1

Pub Date—93

Note—446p.

Available from—Brooks/Cole Publishing Co., 511 Forest Lodge Rd., Pacific Grove, CA 93950-9968 (\$52.75).

Pub Type—Books (010)—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, Behavior Change, *Behavior Problems, Classroom Environment, *Classroom Techniques, Conflict Resolution, *Consultation Programs, Educational Practices, Elementary Secondary Education, Evaluation Methods, Interaction, Interpersonal Competence, Interpersonal Relationship, *Intervention, *Learning Problems, Problem Solving, *Social Behavior, Student Behavior, Teaching Methods

This book shows how the process of consultation can be applied to persistent academic and social behavior problems. It emphasizes a behavior-analytic, best-practice approach to solving student, classroom, and school challenges, demonstrating the learned nature and lawfulness of behavior and the importance of the immediate environment. Part I includes an overview of consultation and a discussion of the characteristics and importance of the initial request for assistance. Part II examines social behavior problems, addressing: strategies for identifying and describing problems and collecting information; observation procedures and data and problem analysis strategies; guidelines for selecting and developing the working features of interventions; intervention programming considerations; and guidelines for implementing, monitoring, and evaluating interventions designed by teachers and consultants for solving social behavior problems. Part III focuses on academic instruction problems, discussing guidelines for determining what to teach, analyzing how teaching is conducted, and considering strategies for evaluating how the academic interventions benefit learning and achievement. Part IV concludes the book with a discussion of assessment and intervention strategies for solving problems and managing conflicts when working with others. References accompany each chapter. (JDD)

ED 355 719

EC 301 971

Directory of Facilities and Services for the Learning Disabled, 1993-94. Fifteenth Edition.

Academic Therapy Publications, Novato, Calif.

Report No.—ISSN-0092-3257

Pub Date—93

Note—195p.

Available from—Academic Therapy Publications, 20 Commercial Blvd., Novato, CA 94949-6191 (free, \$4 postage and handling for each copy; 5 copies, \$12 postage and handling, enclose check). Pub Type—Books (010)—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Behavior Change, Career Counseling, Children, College Programs, Consultation Programs, Day Schools, Elementary Secondary Education, Handicap Identification, Higher Education, *Learning Disabilities, Mental Health Programs, Perceptual Motor Learning, *Programs, Psychological Services, Residential Schools, Sensory Training, *Services, Speech Therapy, Summer Programs, Tutorial Programs

This directory lists, by state, facilities and services for children, adolescents, and adults with learning disabilities. Facilities and services include summer camps, college programs, day and residential schools, diagnostic services, behavioral development services, educational therapy, consulting seminars, guidance and mental health services, perceptual-motor training, tutorial services, psychological counseling, sensory integration training, speech/language training, and vocational/career counseling. Information provided for each directory listing includes name, address, telephone number, and contact person for the service; types of services provided; age groups served; number of staff; and fee structure. The directory also includes: (1) an alphabetical index for accessing a specific service by name; (2) a Primary Service Index; (3) a list of sources of material about learning disabilities; (4) a list of college guides for students with learning disabilities; (5) a list of allied organizations and information clearinghouses; (6) a list of special education software publishers, distributors, and networks; (7) a list of test publishers; and (8) a glossary. (JDD)

ED 355 720

EC 301 972

Tesauro-Jackson, Pat And Others

Colorado Child Identification Process. Birth - Five Years Effectiveness Indicators.

Colorado State Dept. of Education, Denver.

Pub Date—Oct 92

Note—68p.

Pub Type—Opinion Papers (120)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, *Agency Cooperation, *Disabilities, Evaluation Methods, Family Programs, *Handicap Identification, Infants, Information Dissemination, Preschool Education, Program Effectiveness, *Program Evaluation, Publicity, Quality Control, Referral, Screening Tests, *Self Evaluation (Groups), Young Children

This set of effectiveness indicators is intended to assist Colorado communities and agencies to evaluate themselves regarding processes for the identification of young children (birth to age 5) with disabilities. First, a statement of values stresses proactivity, family empowerment, and outcome orientation. Specific effectiveness indicators are then presented in a rating chart form. Each indicator and/or sub-indicator is considered in terms of present status, evaluation, needs, and action plans. The indicators address interagency collaboration (15 major indicators), public awareness (10 indicators), referral (13 indicators), screening (12 indicators), the evaluation process (16 indicators), and program evaluation (2 indicators). In addition, lists identify recommended functions and qualifications of the Child Find Coordinator. (DB)

ED 355 721

EC 301 973

Individuals with Disabilities Education Act, Part B, as Amended by Public Law 94-142. Colorado State Plan, Fiscal Years 1992-94.

Colorado State Dept. of Education, Denver.

Pub Date—May 91

Note—147p; Part II(A) contains thick broken type. Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Compliance (Legal), Confidentiality, *Disabilities, Due Process, Educational Legislation, *Educational Policy, Elementary Secondary Education, Equal Education, Federal Legislation, Handicap Identification, Long Range

Planning, *Special Education, *State Standards, *Statewide Planning, Student Evaluation, Student Placement

Identifiers—*Colorado, Individuals with Disabilities Education Act

This 3-year state plan presents Colorado's proposals for special education in compliance with the Individuals with Disabilities Education Act and state laws. Preliminary information certifies compliance with standard submission, certification, policy, and procedure requirements. The bulk of the document addresses how federal funds are to be used. Colorado's policies and procedures are presented in terms of the following substantive requirements: right to education; free appropriate public education; full educational opportunity goal; policies on priorities; location, evaluation and identification of children with disabilities; procedural safeguards; impartial due process hearings; confidentiality; protection in evaluation procedures; least restrictive environment; educational surrogate parents; participation of private school children placed by their parents; placement in private schools by the administrative unit or other public agencies; the Colorado Department of Education annual program evaluations; enforcement of State Education Agency policies and procedures; recovery of funds for misclassified children; use of funds available under other federal programs; consolidated applications; notice and opportunity for hearing on Local Education Agency application; comprehensive system of personnel development; additional requirements; interagency agreements; and monitoring system. (DB)

ED 355 722

EC 301 974

Brodin, Jane

Att Tolka Barns Signaler: Gravy utvecklingsstörda flerhandikappade barns lek och kommunikation (To Interpret Children's Signals: Play and Communication in Profoundly Mentally Retarded and Multiply Handicapped Children).

Stockholm Univ. (Sweden). Inst. of Education.

Report No.—ISBN-91-7146-908-7

Pub Date—91

Note—282p.

Language—Swedish

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Child Development, Children, Communication Skills, Elementary Education, Elementary School Students, Foreign Countries, Infants, *Interaction Process Analysis, *Multiple Disabilities, *Parent Child Relationship, *Play, Preschool Children, Preschool Education, *Severe Mental Retardation, Young Children

Identifiers—Sweden

Written in Swedish with an English-language summary, this report describes a study which examined the interaction between mothers or caregivers and their children with profound mental retardation and multiple disabilities, particularly looking at the function of play in communicative interaction. The six children all had five or six handicaps in addition to profound retardation and between the ages of 1 to 10 years. The study involved interviews with parents, information from naturally occurring conversations, and videotape recordings of meal and play situations. Results indicated that the most important function of play was as a means of communication and learning. A four-phase pattern of interaction was found: (1) an impression-receiving phase with orientation; (2) an expressive phase with motor activity; (3) a pause with processing and preparation of an answer; and (4) a break or a limited reaction. Mothers' ability to interpret the children's signals was extremely context-dependent. The living conditions of the parents were an important factor in play, communication, and child development. (Contains 250 references.) (Author/DB)

ED 355 723

EC 301 975

Special Education: A Statistical Report for the 1989-90 School Year.

New Jersey State Dept. of Education, Trenton. Div. of Special Education.

Pub Date—[90]

Note—86p.; For the single report covering 1990-91 and 1991-92, see EC 301 976.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Disabilities, Educational Trends, Elementary Secondary Education, *Enrollment Trends, *Incidence, Pupil Personnel Services, School Districts, *Special Education, Special Education Teachers, Statewide Planning, Student

Placement, *Trend Analysis

Identifiers—*New Jersey

This report is designed to assist New Jersey's special education community in planning and evaluating educational efforts for the handicapped. It presents statistics about handicapped pupils, special education programs, special education personnel, and other related data for the school year 1989-90. Preliminary information reviews the organization of the Division of Special Education, the year's activities, educational initiatives, and trends (e.g., an increase in rate of classification from 10.2% to 15.9% over the last 11 years). Most of the document consists of data and graphs which present the following information: pupils with disabilities by classification and age; enrollment of pupils with disabilities by county for 10 years; rates of classification in districts by size of enrollment; patterns of disabled pupil placement; number of pupils with disabilities and proportions in various placements; enrollment and prevalence rates by classification, race, and gender; trends in related services; number of handicapped pupils served through Chapter 207 for 10 years; trends in staff ratios; comparison of district staffing patterns for 10 years; trends in handicapped pupils exiting education; trends in graduation requirements for pupils with disabilities; and distribution of districts by exemption rates. A glossary of abbreviations is also provided. (DB)

ED 355 724

EC 301 976

Special Education: A Statistical Report for the 1990-91 and 1991-92 School Years.

New Jersey State Dept. of Education, Trenton. Div. of Special Education.

Pub Date—[92]

Note—99p.; For the 1989-90 report, see EC 301 975.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Disabilities, Educational Trends, Elementary Secondary Education, *Enrollment Trends, *Incidence, Pupil Personnel Services, School Districts, *Special Education, Special Education Teachers, Statewide Planning, Student Placement, *Trend Analysis

Identifiers—*New Jersey

This report is the 10th in a series of reports on the status of special education in New Jersey. It presents statistical data about New Jersey students with educational disabilities, their special education programs, special education personnel, and other related data for the school years 1990-91 and 1991-92. Preliminary information describes the Division of Special Education, its structure, and its activities. The bulk of the document consists of 34 tables and graphs of statistics. These are grouped by category with each category preceded by an analysis and identification of major trends. Broad categories deal with trends in: classification rates; placement of pupils with disabilities; classification rates by race and gender; related services; staff ratios; pupils with disabilities exiting education; and referrals, evaluations, reevaluations, new classifications, changed classifications, and declassifications. A few of the specific tables provide data on: classification rates by different district groupings, pupils with educational disabilities by classification and age; enrollment of pupils with educational disabilities by classification and age; trends in rates of various classifications; percent of each classification in each placement; number of pupils and proportions in various placements; ratios of male/female classification rates; number and percentages of pupils receiving related services; district staffing patterns; and enrollment by age in special education. A glossary of abbreviations and a chart of district classification rates are also included. (DB)

ED 355 725

EC 301 977

Ashley, Julia Robertson

Albinism: Improving Teacher and Caregiver Strategies for Meeting the Special Needs of Children with the Visual Disability of Ocular Albinism or Oculocutaneous Albinism (Birth to Age 14).

Pub Date—92

Note—166p.; Ed.D. Practicum Report, Nova University. For separately processed appendix F, see EC 301 978.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Congenital Impairments, Elementary School Students, Elementary Secondary Education, Guidelines, Instructional Material Evaluation, Mainstreaming, *Partial Vision, Pre-

school Children, Preschool Education, *Publications, Secondary School Students, Surveys, Teacher Attitudes, *Teaching Guides, Teaching Methods, *Visual Impairments

Identifiers—*Albinism

This practicum report addresses the educational needs of students with the visual disability of ocular or oculocutaneous albinism. Two booklets were developed, published, and distributed—one for regular education teachers of children with albinism and one specifically about the very young child with albinism. The booklets discuss the special needs of these children and interventions and devices available to assist them. Evaluation of the booklet for teachers by 20 educators of the visually impaired was highly positive, as was evaluation of the preschool booklet by 5 preschool day care teachers. A survey completed by 107 parents also supported the validity and usefulness of the teacher booklet. Additionally, an international survey which received 41 responses indicated a need for the type of information presented in the booklets in other countries. Appendices include the checklists used for both educator and non-educator groups, a copy of each booklet, and various letters distributed during the course of the practicum. (Contains approximately 240 references.) (DB)

ED 355 726

EC 301 978

Ashley, Julia Robertson

The Student with Albinism in the Regular Classroom.

National Association for Parents of the Visually Impaired.; National Organization for Albinism and Hypopigmentation.

Pub Date—92

Note—21p.; Appendix F extracted from: Ashley, Julia Robertson. Albinism: Improving Teacher and Caregiver Strategies for Meeting the Special Needs of Children with the Visual Disability of Ocular Albinism or Oculocutaneous Albinism (Birth to Age 14); see EC 301 977.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assistive Devices (for Disabled), *Classroom Techniques, Congenital Impairments, Elementary Secondary Education, Guidelines, Mainstreaming, *Partial Vision, Preschool Education, *Student Characteristics, Student Needs, Teaching Methods, *Visual Impairments

Identifiers—*Albinism

This booklet, intended for regular education teachers who have children with albinism in their classes, begins with an explanation of albinism, then discusses the special needs of the student with albinism in the classroom, and presents information about adaptations and other methods for responding to these needs. Special social and emotional problems of these children are also considered. Specific topics covered include the following: the meaning of "legally blind," discipline/classroom behavior and the child with albinism, the very young child with albinism, school-aged children with albinism, specialized instruction by a teacher of students with visual disabilities, optical and nonoptical assistive devices, materials for reading and handwriting, testing, photophobia and glare, and nonclassroom activities. Eleven national and international organizational resources are listed. (Contains nine references.) (DB)

ED 355 727

EC 301 979

Marwell, Barbara E.

Integration of Students with Mental Retardation.

Summary Evaluation Report.

Madison Public Schools, Wis.

Pub Date—Nov 90

Note—66p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Delivery Systems, Elementary School Students, Elementary School Teachers, Elementary Secondary Education, High Schools, High School Students, *Mainstreaming, *Mental Retardation, Middle Schools, Parent Attitudes, Peer Acceptance, *Program Evaluation, Secondary School Teachers, *Social Integration, Student Attitudes, Teacher Attitudes

Identifiers—*Madison Public Schools WI, Middle School Students

This evaluation report examines effects of integrating 39 students with mental retardation in 5 elementary and 2 middle schools in Madison (Wisconsin) during the 1988-89 school year. Also reported is the integration of 20 students into the high

school program. Data used included interviews and questionnaires with 16 general and 9 special education teachers, telephone interviews with parents of 36 of the integrated students, sociometric data from 13 of the classrooms, attitudinal responses of sixth graders at one school, and a questionnaire completed by parents of nonhandicapped children at one school. Thirty-nine findings are summarized. These include: the integrated students were generally accepted by their classmates, with 61 percent receiving sociometric ratings near the mean and 29 percent in the socially "neglected or rejected" range; integrated students had greater success in achieving eight Individualized Education Program goals than did matched students in traditional programs; parents of integrated students were generally satisfied, with 85 percent saying they would choose an integrated program over a more traditional model; 90 percent of parents of nonhandicapped students believe that academic and behavioral standards have been maintained; and general education teachers identified positive social effects for nonhandicapped students. (DB)

ED 355 728 EC 301 980

Peterson, Susan K. And Others

Validating the Concrete to Abstract Instructional Sequence for Teaching Place Value to Learning Disabled Students. Monograph #20.

Florida Univ., Gainesville. Dept. of Special Education.; Florida Univ., Gainesville. Shands Teaching Hospital.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date—Apr 89

Note—30p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, *Cognitive Development, Elementary Education, Elementary School Students, *Instructional Effectiveness, *Learning Disabilities, *Learning Processes, Models, Number Concepts, *Place Value, Sequential Learning, *Teaching Methods, Time Factors (Learning)

Identifiers—*Direct Instruction

This study evaluated the generally recommended concrete-to-abstract hierarchy for presenting a new skill, with three students with learning disabilities in grades 1, 2, and 4. The three subjects enrolled in the Multidisciplinary Diagnostic and Training Program's classroom housed on the University of Florida campus in Gainesville. Following collection of baseline data, place value concepts and skills were taught using a concrete, semiconcrete, and abstract teaching sequence in a direct instruction model. Instruction was limited to 15 minutes a day for 9 to 15 days. Student progress was monitored using Student Behavior charts, and posttest results indicated significant gains by all three subjects, with retention demonstrated 3 weeks later in a different classroom setting. Among findings were that, for all three students, the transition to abstract understanding occurred suddenly and conclusively but at varying points within the concrete-to-abstract sequence. (Contains 16 references.) (DB)

ED 355 729 EC 301 981

Hornath, Michael And Others

Mental Retardation in Perspective.

Pub Date—93

Note—53p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classification, *Definitions, *Educational History, Educational Needs, Elementary Secondary Education, *Etiology, *Mental Retardation, Social Attitudes, Social History, Special Education, *Student Characteristics, Student Educational Objectives

Identifiers—Impairment Severity

This monograph presents a general introduction to the history, classification, and characteristics of mental retardation. It begins with a discussion of the history of mental retardation from ancient Greece and Rome to the present. The beginnings of special education are traced to the early 19th century in Europe. Major influences in treatment of the mentally retarded in the United States during the 19th and early 20th centuries are summarized. Changes in definitions of mental retardation are traced from 1845 through 1983. A section on classification addresses degrees of mental retardation and provides an extensive discussion of various etiologies including infection or intoxication, trauma or physical agent, metabolism or nutrition, gross brain disease,

unknown prenatal influence, chromosomal abnormality, gestational disorders, retardation following psychiatric disorder, and environmental influences. Characteristics of individuals with mental retardation are specified for mild mental retardation, moderate mental retardation, severe mental retardation, and profound mental retardation. Appropriate instructional goals are also offered for each level. (Contains 93 references.) (DB)

ED 355 730 EC 301 982

Deaf-Blindness: National Organizations and Resources. Reference Circular No. 93-1.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—Jan 93

Note—25p.

Available from—Reference Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542 (free).

Pub Type—Reference Materials - Bibliographies (131)—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assistive Devices (for Disabled), Communication Aids (for Disabled), *Deaf Blind, *Information Sources, *Organizations (Groups), Recreation, Referral, *Rehabilitation

This circular lists national organizations and print and audiovisual resources on areas of service to persons with deaf blindness, including rehabilitation, education, information and referral, recreation, and sources for adaptive devices and products. Section I is an alphabetical list of 40 national organizations and resources, including information about age limitations, whether services are available free or for a fee, major publications of the organization, and availability of telecommunication devices for the deaf. Section II lists 60 selected readings and audiovisual materials, alphabetically by author. Twenty-three reference circulars or bibliographies available from the National Library Service for the Blind and Physically Handicapped are also listed. (DB)

ED 355 731 EC 301 983

DePanfilis, Diane Salus, Marsha K.

A Coordinated Response to Child Abuse and Neglect: A Basic Manual. [Revised and Expanded.] The User Manual Series.

Circle, Inc., McLean, VA.
Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Report No.—DHHS-(ACF)-92-30362

Pub Date—92

Contract—HHS-105-88-1702

Note—66p.; Originally published in 1979 as "A Community Approach: The Child Protection Coordinating Committee" by James L. Jenkins and others.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agency Cooperation, Agency Role, *Child Abuse, *Child Neglect, Child Welfare, *Clinical Diagnosis, *Community Programs, Community Services, Court Role, Definitions, Etiology, Government Role, Identification, *Intervention, Legal Responsibility, Philosophy, *Prevention, Sexual Abuse, Staff Role

Identifiers—*Child Protective Services

This manual provides the foundation for a series of manuals on child abuse and neglect, and addresses community prevention, identification, and treatment efforts. It is intended to be used by all professionals involved in child protection: child protective services, law enforcement, education, mental health, legal services, health care, and early childhood professionals. The manual provides an overview of the philosophical tenets on which child protection is based; defines child abuse and neglect in legal and operational terms; provides an overview of the nature, extent, causes, and effects of child maltreatment; describes the Federal, State, and local responsibilities in child protection; describes the importance of and strategies for enhancing community collaboration and coordination; provides an overview of the child protection system; and examines the roles of the court, community agencies, and professionals in the prevention, identification, and treatment of child abuse and neglect. The manual concludes with a glossary, 70 reference notes, a bibliography of approximately 60 items, and a list of 24 organizations. (JDD)

ED 355 732

EC 301 984

Tower, Cynthia Crosson

The Role of Educators in the Protection and Treatment of Child Abuse and Neglect. [Revised and Expanded.] The User Manual Series.

Circle, Inc., McLean, VA.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Report No.—DHHS-(ACF)-92-30172

Pub Date—92

Contract—HHS-105-88-1702

Note—90p.; Originally published in 1979 and 1984 as "The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect" by Diane D. Broadhurst.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Abuse, *Child Neglect, Clinical Diagnosis, Corporal Punishment, Elementary Secondary Education, Ethics, Identification, Legal Responsibility, Models, Parent School Relationship, Prevention, School Community Relationship, School Policy, School Responsibility, *School Role, Sexual Abuse, *Teacher Responsibility, *Teacher Role

Identifiers—*Child Abuse and Neglect Reporting

This manual provides guidelines for the involvement of educators in combating the problem of child abuse and neglect. It is designed to delineate the roles that teachers, school counselors, school nurses, special education professionals, administrators, and other school and day care personnel have in helping maltreated children. It specifically addresses: (1) why educators should be concerned with child abuse and neglect, including a discussion of community, legal, ethical, and personal issues; (2) how to recognize when a child has been maltreated; (3) reporting procedures; (4) what happens once the report is made, discussing what support schools can offer for the child, the parents, and the family; and (5) what prevention strategies can be used, focusing on school-based programs for children and adolescents, school-based programs for families, and school-community programs. Appendices provide an outline of a model child abuse and neglect policy for schools and a corporal punishment fact sheet. The manual also includes a glossary, 25 reference notes, a bibliography of approximately 40 items, and a list of 14 organizations. (JDD)

ED 355 733

EC 301 989

Koralek, Derry

Caregivers of Young Children: Preventing and Responding to Child Maltreatment. [Revised and Expanded.] The User Manual Series.

Circle, Inc., McLean, VA.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Pub Date—92

Contract—HHS-105-88-1702

Note—90p.; Originally published in 1979 as "Early Childhood Programs and the Prevention and Treatment of Child Abuse and Neglect" by Diane D. Broadhurst and others. Additional material is based on "The Role of Educators in the Prevention and Treatment of Child Abuse and Neglect," by Cynthia Crosson Tower.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Abuse, *Child Caregivers, *Child Neglect, Child Welfare, *Day Care Centers, Early Childhood Education, Identification, Intervention, Legal Responsibility, Prevention, Reports, *Staff Role

Identifiers—Child Abuse and Neglect Reporting

This manual explains the roles and responsibilities of caregivers of young children in preventing, recognizing, and reporting child maltreatment within and outside early childhood programs. The manual examines: (1) personal, professional, and legal influences on the roles and responsibilities of early childhood education professionals related to child maltreatment; (2) recognition of child abuse and neglect; (3) reporting of child abuse and neglect; (4) minimizing the risk of maltreatment in early childhood programs; (5) caring for maltreated children; and (6) supporting parents and preventing child maltreatment. The manual also provides a glossary, 36 reference notes, a bibliography of approximately 30 items, and a list of 16 organizations. (JDD)

ED 355 734

EC 301 991

Brock, Holly

Parenting with a Disability.

PAM Assistance Centre, Lansing, MI.

Pub Date—Jan 93

Note—13p.

Journal Cit—PAM Repeater; n77 Jan 1993

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assistive Devices (for Disabled),

*Child Rearing, Daily Living Skills, Equipment,

Infants, *Physical Disabilities, Safety Equipment,

Toddlers, Transportation

Identifiers—*Disabled Parents

This guide discusses how adjusting to parenthood for some persons with physical disabilities requires additional accommodations. Changes in lifestyle, environmental adaptations and assistive technology may be necessary to make independent child care possible. Project Innovative Parenting (PIP) was developed with the purpose to empower developmentally disabled persons with the appropriate skills and resources to achieve their maximum potential as parents. This publication shares some information collected at the PAM Centre regarding parenting with a handicap. It presents descriptions of over 30 baby and child products that have been found to be useful by individuals with physical disabilities in fulfilling their parental responsibilities. Products include such items as the Squeeze Feeder, water thermometers, Sit 'N Secure, and a swivel bath seat. A chart indicates which companies make the products available, and company addresses and telephone numbers are provided. Child-rearing suggestions are then offered, based on the personal experiences of parents with disabilities. The suggestions focus on transporting young children around and outside the home, organizing baby items, and using commonly available consumer products in creative ways. A bibliography lists 14 publications, 21 articles, 7 pamphlets, and 4 newsletters. Other parenting resources dealing with adapted furniture, respite care, and family growth are also described. (JDD)

ED 355 735

EC 301 992

Racino, Julie Ann

"People Want the Same Things We All Do": The Story of the Area Agency in Dover, New Hampshire.

Syracuse Univ., NY. Center on Human Policy.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Aug 92

Contract—H133B00003-90

Note—56p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advocacy, *Agency Role, Case Studies,

*Costs, Deinstitutionalization (of Disabled),

*Developmental Disabilities, Group Homes,

*Human Services, *Independent Living, Personal

Autonomy, Program Development, *Program

Implementation, Quality of Life

Identifiers—*New Hampshire (Stafford County)

This report describes the mission and programs of Developmental Services of Stafford County, Incorporated, one of 12 area agencies serving people with developmental disabilities in New Hampshire. The report specifically examines the agency's activities in the area of supportive living. It highlights the lives of four people, describes the two primary themes of developing community relationships and supporting what people want, discusses issues related to choice and self-advocacy, and provides an overview of issues in organizing to provide supportive living. Changes in the agency's agenda from that of placing formerly institutionalized persons in group homes to dismantling group homes and placing people in apartments and houses are traced. Four case studies describe the individuals' relationships, events, activities, and places important in their lives. The section on organizing to provide support focuses on staff selection and staff roles; the role of roommates and neighbors; case management and day programs; costs; and relationship with state agencies. (JDD)

ED 355 736

EC 301 993

Long, Nancy M., Ed. And Others

Provision of Services to Traditionally Underserved Persons Who Are Deaf.

Northern Illinois Univ., De Kalb. Dept. of Communication Disorders.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—92

Contract—H133B00014

Note—29p; Workshop held in conjunction with the

Biennial Conference of the American Deafness and Rehabilitation Association (May 1991). Produced by the Research and Training Center on Traditionally Underserved Persons Who Are Deaf.

Available from—Northern Illinois University, Research and Training Center, Department of Communication Disorders, DeKalb, IL 60115 (\$12.50).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accessibility (for Disabled), *Deaf-

ness, *Delivery Systems, *Human Services, *Individual

Characteristics, Individual Needs, Program

Development, Research and Development Centers,

Social History

Identifiers—*Traditionally Underserved Persons

The chapters in this monograph are the written results of presentations made at a 1991 one-day workshop on services to traditionally underserved persons who are deaf. This workshop brought together approximately 40 service providers, consumers, federal officials, researchers, and program administrators to discuss the characteristics of this population and the provision of services. Presentations included are: "Overview of Services to Traditionally Underserved Persons Who Are Deaf: An Historical Perspective" (Nancy M. Long); "Identifying Descriptive Characteristics of Traditionally Underserved Persons Who Are Deaf: A Group Perspective" (Kathryn J. Carlstrom); "Perspectives on Service Delivery: The Lexington Center, Inc." (Nancy Carr); "Barriers to Service Delivery with Traditionally Underserved Persons Who Are Deaf" (Greg Long); "A Resource for Enhancing Service Delivery: The Northern Illinois University Research and Training Center on Traditionally Underserved Persons Who Are Deaf" (Sue E. Ouellette); and "The Eugene Petersen Memorial Lecture on Services for Traditionally Underserved Persons Who Are Deaf: American Deafness and Rehabilitation Association Biennial Conference, May 22, 1991" (David W. Myers). (JDD)

ED 355 737

EC 301 994

Assessing the Transition Skills of Adolescents and Young Adults Who Are Deaf through Video Technology.

Western Oregon State Coll., Monmouth. Teaching Research Div.

Pub Date—Dec 92

Note—13p.

Journal Cit—Teaching Research; Dec 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Daily Living Skills,

*Deafness, Diagnostic Tests, Employment, Federal

Programs, Higher Education, *Independent

Living, *Job Skills, Screening Tests, Secondary

Education, Standardized Tests, *Student Evaluation,

*Test Construction, Test Format, Transitional

Programs, *Videotapes, Young Adults

This newsletter issue describes a programmatic line of research to develop and standardize a test battery of transition skills (employment and independent living skills) for adolescents and young adults (ages 14 to 25) who are deaf. The newsletter first discusses the importance of assessment data to the transition process for persons who are deaf. Three federally funded research projects are then summarized, including: (1) development and testing of the Transition Competence Battery (TCB), which involved specification of the content blueprint, generation of test items, pilot test of a written and signed (video) format, and analysis of test items and subtests; (2) examination of the small group administration mode and multiple-choice response format, through videodisc; and (3) development of a shorter instrument to use as a screening tool. The TCB comprises six subtests: job seeking skills, work adjustment skills, job-related social and interpersonal skills, money management skills, health and home skills, and community awareness skills. (Contains 28 references.) (JDD)

ED 355 738

EC 301 995

Kueker, Jean Haensly, Patricia

Developing Induction Year Mentorships in a Generic Special Education Teacher Training Program.

Pub Date—26 Jan 90

Note—8p; Paper presented at the Annual Conference of the Southwestern Educational Research

Association (Austin, TX, January 26, 1990).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teacher Induction, Beginning Teachers, *Disabilities, Elementary Secondary Education, Higher Education, Master Teachers, *Mentors, Program Development, *Program Effectiveness, Program Evaluation, *Special Education Teachers, Teacher Characteristics, Teacher Orientation, Workshops

Identifiers—Texas A and M University

This study evaluated an induction year mentorship program in conjunction with the extended Generic Special Education Teacher Training Program at Texas A&M University. A questionnaire was developed and administered in the spring of 1989 to two groups of individuals for an extended year generic special education program, eight student teachers and eight novice teachers. The responses obtained from the student teachers served as a pretest to be compared to their responses after participating in the Fall mentorship training session. Eight Special Education teacher education graduates in their first year of teaching were matched with master teachers who served as their mentors and participated in a mentorship orientation workshop along with principals and other staff. In addition, student teachers and novice teachers were compared concerning their perceptions of the importance of specific mentor characteristics, which indicated that novice teachers exhibited a stronger and more uniform perspective of which characteristics would be most important in a mentor. Novice teachers indicated that the three most important characteristics of a mentor were supportiveness, trustworthiness, and self-confidence. Brainstormed ideas at the mentorship orientation workshop on areas in which the mentor might most helpfully support the induction year teacher produced three categories of responses: interpersonal needs, building and district policies, and instructional skills and professional growth. Study participants reported the importance of establishing a regular meeting time early in the year, limiting the length of their meetings, and meeting in a setting other than the school if possible. Discussion of findings from other mentoring relationship studies is also included. (Contains 22 references.) (JDD)

ED 355 739

EC 301 996

Jones, Jay J.

Increasing the Degree of Compliance with Group Treatment Procedures in Seven Residential, Day Treatment, and Therapeutic School Milieus for Children and Adolescents.

Pub Date—9 Feb 93

Note—150p; Ed.D. Practicum Report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Behavior Disorders, Behavior Rating

Scales, *Compliance (Psychology), Counseling

Techniques, *Counselor Performance, Counselor

Role, Counselors, Day Schools, Elementary

Secondary Education, *Emotional Disturbances,

Feedback, Group Counseling, *Group Therapy, Job

Performance, Milieu Therapy, Observation, Program

Evaluation, *Quality Control, Residential Schools,

Therapeutic Environment

Identifiers—*Situational Decision Making

This practicum took place in seven treatment programs that offer residential, day treatment, and therapeutic school services to children and adolescents with social, emotional, and/or behavioral problems. Each of these programs provides milieu therapy including group-centered treatment guided by professional child and youth care counselors. The programs use a group-centered treatment model known as Situational Decision Making, and this practicum aimed to increase the degree of group leader compliance with the model's procedures. Improvement was addressed by the development and utilization of a group observation rating scale. Groups were observed and procedural items were scored, resulting in a percentage score called the degree of compliance. The scored instruments were returned as feedback to group leaders intending to increase the degree of compliance with prescribed group leader procedures, and summary results were shared with program administrators and managers. Groups were observed a second time to determine any change in degree of compliance. Results of the practicum indicate that average group leader compliance levels were substantially increased, although some individual group leaders did not improve at the desired level. Administrators and managers became more accurately aware of the degree of com-

pliance in their groups, and their confidence in their ability to evaluate the degree of compliance increased. Appendices include the telephone questionnaires and several versions of the rating scale for group-centered leadership training. (Contains 19 references.) (JDD)

ED 355 740

EC 301 997

Biklen, Douglas

Communication Unbound: How Facilitated Communication Is Challenging Traditional Views of Autism and Ability/Disability. Special Education Series #13.

Report No.—ISBN-0-8077-3221-4

Pub Date—93

Note—221p.

Available from—Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 (paperback: ISBN-0-8077-3221-4, \$17.95; clothbound: ISBN-0-8077-3222-2, \$39).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Books (010)

Document Not Available from EDRS.

Descriptors—*Autism, *Communication Aids (for Disabled), *Communication Disorders, Communication Skills, Educational Philosophy, Interpersonal Communication, *Intervention, Personal Autonomy, Training Methods, Typewriting, Validity

Identifiers—*Facilitated Communication

This book introduces "facilitated communication," a method of assisting people with autism to communicate by means of physical assistance in typewriting. The book is organized as a kind of a story around the author's own experience using the facilitated communication method, with examples of fieldwork using qualitative research to illustrate particular points and principles. The book begins with the account of his introduction to the method in Australia and then goes on to describe additional experiences with facilitated communication in various places. The third chapter considers use of the method with individuals with highly disordered speech. Chapter 4 offers accounts of parents and teachers who discovered facilitated communication on their own. Chapter 5 focuses on the controversy over the method, including issues of validity, the social meaning of disability, the power of prevailing paradigms, and the difficulties of change. Chapter 6 examines the messages of these individuals including their "not wanting autism" and the meaning of difficult behavior. In the final chapter the place of facilitated communication in understanding ability and disability is considered. An appendix contains training materials. (Contains 112 references.) (DB)

ED 355 741

EC 301 998

On Target? Canada's Employment-Related Programs for Persons with Disabilities. Revised.

G. Allan Roher Inst., Toronto (Ontario).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Report No.—ISBN 1-895070-04-X

Pub Date—93

Note—256p.

Available from—Roher Institute, York University, Kinsmen Building, 4700 Keele Street, North York, Ontario, Canada M3J 1P3 (\$22).

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accessibility (for Disabled), Access to Education, Delivery Systems, *Disabilities, Employment Opportunities, *Employment Patterns, *Employment Potential, *Equal Opportunities (Jobs), Foreign Countries, Government Role, Labor Force, *Needs Assessment, Policy Formation, Program Effectiveness, *Public Policy Identifiers—*Canada

This book presents results of a major study of the policies and programs that affect whether people with disabilities take part in the Canadian labor force. It concludes that people with disabilities are excluded, not primarily because of their disability nor its severity, but rather because of barriers resulting from public policy and program arrangements. These barriers are found to fall into six groups: (1) barriers to access to training and educational opportunities; (2) the longstanding historic nature of the employment disadvantage of people with disabilities; (3) lack of access to needed disability-related supports; (4) barriers in attaining higher levels of education and training; (5) the lack of coordination of services to assist these individuals in the transition from school to work; and (6) lack of income

support to meet basic and disability-related costs. A comprehensive approach to policy change is recommended, involving policies at each level of government that clearly articulate the goal of mainstream employment for people with disabilities, clear vesting of responsibility for actualizing policies, and establishment of new institutional arrangements and formal agreements to effectively coordinate efforts and resources across governmental levels and departments. Appendices describe policies and programs and present statistical tables. (DB)

ED 355 742

EC 301 999

A Plan for Implementation of Special Education in Local Jails in Response to House Joint Resolution 367. A Report to the Virginia State Crime Commission.

Virginia State Dept. of Education, Richmond.

Pub Date—16 Dec 91

Note—84p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Compliance (Legal), *Correctional Education, *Delinquency, *Disabilities, Elementary Secondary Education, Institutionalized Persons, *Pilot Projects, Prisoners, Program Development, *Special Education, State Departments of Education, State Legislation, *State Programs, State Standards

Identifiers—*Virginia

This document presents the Virginia Department of Education's plan to develop and implement pilot programs in six localities for the 1992-94 biennium (prior to statewide implementation in 1994) for the delivery of special education to juveniles in local jails. The plan is community based, with local school division administrators and jail administrators cooperatively developing a plan which is both responsive to community needs and in compliance with federal special education requirements. The pilot programs will attempt to: (1) gather data regarding number of inmates eligible for services and receiving services; (2) gather data on costs of service provision; and (3) develop effective identification and service provisions. The report's recommendations include provision by the Commonwealth of sufficient funds to compensate school districts for all costs associated with the program; increased funding to address additional security needs; and the allocation of appropriate space within jails for these educational services. Extensive appendices, which comprise about half of the document, a copy of the legislative resolution authorizing this study; a list of goals of public education and correctional education; standards for jail education; a review of special education programs in jails of other states; a report of onsite visits to jails; a description of Virginia's juvenile justice system; and a listing of local school divisions and jails. (Contains 27 references.) (DB)

ED 355 743

EC 302 000

Leuenberger, Janice And Others

Peer Workshop Training Manual.

Nebraska Univ., Omaha. Educational and Student Services.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[Oct 92]

Contract—H235A10043

Note—178p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adults, Advocacy, Assertiveness, Group Discussion, Group Guidance, Individual Development, Interpersonal Competence, *Job Search Methods, *Learning Disabilities, *Peer Teaching, Postsecondary Education, Self Concept, Self Evaluation (Individuals), *Social Support Groups, Stress Management, Vocational Rehabilitation, *Workshops, Young Adults

Identifiers—Self Advocacy

These workshop materials are intended to prepare professionals and community volunteers to serve as peer workshop leaders with young adults and adults with learning disabilities. The workshops are intended to: establish support groups; increase self-awareness and self-advocacy skills; improve interpersonal social skills; and provide adaptability instruction which increases personal responsibility for motivation, performance, and satisfaction. Introductory information describes use of the materials and suggests techniques for working with small groups. The four peer workshops focus on: (1) self-awareness; (2) how to get a job and keep it; (3) interpersonal/social skills; and (4) handling stress and change. The materials for a workshop typically

involve a sample script, suggested discussion topics, and participation activities. Pretests and posttests for each workshop are provided to help in evaluation. Supplemental materials (e.g., handouts) are also included. (DB)

ED 355 744

EC 302 002

Hutinger, Patricia L.

Activating Children through Technology. Final Report.

Western Illinois Univ., Macomb.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—Mar 93

Note—39p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Assistive Devices (for Disabled), *Computer Assisted Instruction, *Curriculum Development, Demonstration Programs, *Disabilities, Early Childhood Education, *Early Intervention, *Educational Technology, Federal Legislation, Instructional Design, Integrated Curriculum, Mainstreaming, Outreach Programs

This final report describes activities of the 3-year Activating Children Through Technology (ACTT) Outreach program housed in Macomb Projects in the College of Education at Western Illinois University, which attempted to integrate assistive technology into early childhood services for children, ages birth to 8, with disabilities. Major program goals include stimulating services, training and replication, assistance to states, and providing a product-development and information dissemination resource. The program is responsive to assistive technology services legislated by the Individuals with Disabilities Education Act and the Technology Related Assistance to Individuals with Disabilities Act. ACTT's developmentally based curriculum is intended to be integrated into existing early intervention curricula and provides computer activities to aid in problem solving, communication, social interaction, and development of autonomy and competency. It provides strategies for family participation and for integrating young children with disabilities into groups of predominantly nondisabled children. The 3-year project has trained personnel in replication sites and workshops in 27 states and has served 6,568 children. Project products include training modules, software programs which support curricular objectives, videotapes of current technology applications, and equipment modification schematics. (Contains 44 references.) (DB)

ED 355 745

EC 302 003

Middendorf, Karen L. And Others

Project Lexington: Training Child Care Personnel To Serve Young Children with Disabilities in Integrated Settings (1989-1992). Final Report.

Kentucky Univ., Lexington, KY. Interdisciplinary Human Development Inst.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—Dec 92

Note—440p.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Agency Cooperation, Attitude Change, *Child Caregivers, Day Care Centers, *Disabilities, Early Childhood Education, *Inservice Education, Interdisciplinary Approach, Mainstreaming, Occupational Therapy, Physical Therapy, Severe Disabilities, *Social Integration, Special Education, Speech Therapy, Staff Development, Technical Assistance, *Training Methods, Workshops, Young Children

Identifiers—Kentucky

This final report describes activities of the 3-year Project Lexington Multidisciplinary Training Program for Child Care Personnel at the University of Kentucky. The project goal was to train child care personnel in skills needed to facilitate the integration of children with disabilities into generic child care settings. The project worked with 11 child care programs providing multidisciplinary training to 103 child care personnel. The model involved 40 hours of training, including 22 hours of interactive classroom training, 6 hours of site visit/observation, 6 hours of supervised practicums, and 6 hours of center-based follow-up technical assistance. The interdisciplinary approach involved trainers with backgrounds in regular early childhood education,

early childhood special education, physical therapy, occupational therapy, speech therapy, and severe and profound special education. Research/evaluation results indicated that training program participants increased positive attitudes toward serving children with severe disabilities and that collaborative relationships between day care and specialized service agencies were enhanced. An inservice training manual is appended and makes up most of this document. Titled "Project Lexington Inservice Training: Expanding Community Child Care Opportunities for Children with Special Needs," it includes an introduction and overview (including a competency list), guidelines and forms for a needs assessment, sample training formats, technical assistance formats and forms, and evaluation forms. The manual has 35 references and includes instructional material handouts. (DB)

ED 355 746 **EC 302 004**

Massey, Philip S. And Others

Making Decisions: A Practical Guide for Executives Who Manage Programs for People with Developmental Disabilities.

South Carolina State Dept. of Mental Retardation, Columbia.

Pub Date—92

Note—17p.

Available from—South Carolina Department of Mental Retardation, Office of Community Education, P.O. Box 4706, Columbia, SC 29240 (limited supply).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administration, *Administrative Principles, *Administrator Role, *Agencies, Budgeting, *Decision Making, *Developmental Disabilities, Family Programs, Goal Orientation, Institutional Mission, Resource Allocation, Supervisory Methods

This guide for managers of programs for people with developmental disabilities outlines key principles and issues in the decision-making process, and offers tips for building coalitions and negotiating the interests of consumers, families, board members, employees, and community leaders. Ten to 25 guidelines are offered for each of six decision-making areas: (1) making executive decisions and developing a vision (e.g., develop a written plan, accept responsibility, and develop professional relationships); (2) making financial decisions and managing resources (e.g., consider "what if" questions as part of the budget process and find funding from a variety of sources); (3) making decisions that affect consumers and setting priorities (remember that the individuals you serve are top priority, review decisions about risk regularly, and start a consumer advisory group); (4) making decisions that affect families and focusing on common interests (develop personal relationships with families, learn to handle criticism from families, and include families on the board of directors); (5) making decisions that affect your staff and unite the organization (involve staff in key decisions, encourage professional development, and serve as a model to your staff); and (6) making educated decisions and developing a system of measures (gather firsthand information before responding to concerns and develop a prevention-focused system of inspection). (DB)

ED 355 747 **EC 302 005**

Working with Families Who Have Special Needs.

A Guide for Professionals.

South Carolina State Dept. of Mental Retardation, Columbia.

Pub Date—1 Sep 92

Note—23p.; For a companion guide for parents, see EC 302 006.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agencies, Counselor Role, Decision Making, Family Involvement, *Family Programs, *Mental Retardation, Normalization (Handicapped), *Parent Participation, Placement, Professional Services, Referral, Social Services

Identifiers—*Parent Provider Relationship, *South Carolina

Intended for professionals working with people with mental retardation and their families, this manual begins with a summary of the principles and philosophy responsibilities of the South Carolina Department of Mental Retardation (DMR). The importance of family involvement in determining the least restrictive setting is stressed. Ten to 20 principles and guidelines are presented for the following

activities: providing family-centered services, working with parents who are just learning of their child's disability, working with families routinely, resolving conflicts, developing effective partnerships, and working with families who aren't eligible for DMR services. A summary of key principles (e.g., remember parents are the experts on their child, be knowledgeable about resources available to the child and family, connect parents to other parents, and return telephone calls promptly) completes the guide. An appendix contrasts traditional ideas with state-of-the-art ideas concerning perceptions of disability and family roles, and contrasts myths with realities concerning parent participation in the decision making process. (DB)

ED 355 748 **EC 302 006**

Working with Professionals: A Guide for Families with Special Needs.

South Carolina State Dept. of Mental Retardation, Columbia.

Pub Date—91

Note—24p.; For a companion guide for professionals, see EC 302 005.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agencies, Counselor Role, Family Involvement, *Family Programs, *Mental Retardation, Normalization (Handicapped), *Parent Participation, Placement, Professional Services, Referral, Social Services

Identifiers—*Parent Provider Relationship, *South Carolina

Intended for South Carolina families with a child having mental retardation, this guide encourages families to participate in all aspects of programs and services and offers guidelines for working with professionals. Five to 30 suggestions or tips are listed for each of the following aspects: (1) learning that your child has special needs (e.g., refuse to be a victim and seek information); (2) stressful periods for families with special needs (e.g., initial diagnosis of mental retardation and beginning public school); (3) working with professionals routinely (keep copies of all information and remember that you are the final decision maker); (4) resolving conflict (be a good listener and speak for yourself and your child); (5) developing effective partnerships (share respect, decision-making, feelings, flexibility, and honesty); and (6) becoming involved (serve on the local mental retardation board and help other parents). A "Parent's Bill of Rights" and "Commandments for Families with Special Needs" complete the guide. An appendix contrasts traditional and state-of-the-art views on perceptions of disability and family roles and contrasts myths and realities about the decision-making process. (DB)

ED 355 749 **EC 302 007**

Services for People with Mental Retardation or Related Disabilities.

South Carolina State Dept. of Mental Retardation, Columbia.

Pub Date—92

Note—77p.

Available from—South Carolina State Department of Mental Retardation, Community Education Office, P.O. Box 4706, Columbia, SC 29240 (limited supply).

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agencies, Eligibility, Health Services, Human Services, *Mental Retardation, *Organizations (Groups), Placement, Psychological Services, *Referral, Social Services, *State Agencies, *State Programs

Identifiers—*South Carolina

Intended as a reference for chambers of commerce, physicians, public schools, and other agencies, this directory lists services for families of people with mental retardation or related disabilities in South Carolina. First, the South Carolina Department of Mental Retardation is described, including its service system, organization, case management program, relationship to provider organizations and other local agencies, funding, and emphasis on family participation. Information on eligibility and the application process for mental retardation services and specific services (day and residential services for both adults and children) is provided. A chart lists the county mental retardation boards and service organizations, their addresses, and services provided. A state map showing service regions accompanies a listing of addresses of regional offices and facilities. Additional listings cover: prevention

and genetic services, sources for developmental evaluations, information and referral resources, government advisory committees, government service agencies, private service organizations, health insurance and financial assistance, advocacy, consumer and family organizations, assistive services, national toll-free numbers, professional organizations, foundations and fund-raising organizations, and publications. (DB)

ED 355 750

EC 302 008

Robinson, Annette

Access to Higher Education for Learning Disabled Students.

Pub Date—[86]

Note—12p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), *Access to Education, Check Lists, College Environment, College Programs, College Students, Decision Making, Higher Education, *Learning Disabilities, Special Programs, *Student Personnel Services

This paper presents guidelines for learning-disabled students who are in the process of selecting a college or university. Guidelines include being aware that specially designed programs for the learning disabled are still unusual, that institution size may not be an important factor, that a certification of disability may be required to receive special support services, that choice of classes and major field is important, and that support services are usually described in the college catalog. The value of visiting a prospective college is stressed, and general and specific questions to ask are suggested concerning university policies, instructional modifications, and socioemotional accommodations. These questions are used to structure a college selection checklist. (DB)

ED 355 751

EC 302 010

Arkansas Deaf/Blind Children and Youth Project.

Final Performance Report.

Arkansas State Dept. of Education, Little Rock.

Special Education Section.

Pub Date—31 Mar 93

Note—37p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, Community Programs, *Curriculum Development, *Deaf Blind, Education Work Relationship, Elementary Secondary Education, Employment Potential, Handicap Identification, Information Services, *Inservice Teacher Education, Parent Education, Placement, Preschool Education, Professional Development, *Program Development, Record-keeping, Rural Areas, Technical Assistance

Identifiers—*Arkansas

This final report describes activities and accomplishments of the 3-year Arkansas Deaf/Blind Children and Youth Project. This project attempted to: (1) identify, certify, count, and track children (0-21 years of age) with deaf blindness; (2) increase the number of programs serving these children in integrated settings in their home communities; (3) increase the number of programs providing functional, age-appropriate, and community-referenced curriculum to children aged 3-21; (4) increase the information and resources available to families of these children; and (5) increase the number and variety of vocational and domestic living options for these youth when leaving the educational system. Project activities included provision of training to administrators and teachers, provision of technical assistance to teachers and families, development and implementation of a 2-day workshop on preschool communication, development of five implementation sites in rural areas, presentations at state conferences, and participation in the personal futures planning process of two young adults with deaf blindness. Appended are final reports of implementation at three specific sites. (DB)

ED 355 752

EC 302 011

MAPS: A Plan for Including All Children in Schools.

Kansas State Board of Education, Topeka.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Dec 90

Note—22p.; Developed through the Services for Children and Youth with Deaf-Blindness Project. For related documents, see EC 302 012-013.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deaf Blind, Disabilities, *Educational Environment, Elementary Secondary Education, Friendship, Individualized Education Programs, Long Range Planning, Mainstreaming, Meetings, Parent Participation, Parent School Relationship, Peer Relationship, Program Development, *Social Integration, *Student Development, Teamwork

Identifiers—*Kansas, *McGill Action Planning System

This manual describes a Kansas program which is working toward full inclusion of students with deaf blindness through the MAPS approach (which stands for Making Action Plans or the McGill Action Planning System). An introduction stresses the value of integration and the focus of MAPS on the student's abilities and not his/her weaknesses. The MAPS process involves gathering key people in the student's life who cooperatively answer such questions as: "What is the student's history?" "What is your dream for the child?" "What is your nightmare?" "What are the student's gifts?" and "What would an ideal day at school be like for the student?" Use of the MAPS approach to help develop the student's Individualized Education Program is described with examples. Plans for structured friendship or peer programs are suggested as part of the MAPS meeting. Specific suggestions for parents wishing to encourage their schools to implement a MAPS approach and to develop a more inclusive climate are offered. (Contains 10 references.) (DB)

ED 355 753

EC 302 012

Services for Children with Deaf-Blindness. Final Performance Report [and] Services in Kansas for Children with Vision and Hearing Problems.

Kansas State Board of Education, Topeka.
Spons Agency—Department of Education, Washington, DC

Pub Date—92

Note—19p; For related documents, see EC 302 011-013.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Consultation Programs, *Deaf Blind, Early Intervention, Educational Needs, Elementary Secondary Education, Handicap Identification, *Human Services, Information Dissemination, Inservice Teacher Education, Parent Education, Preschool Education, *Staff Development, Student Evaluation, *Technical Assistance, Workshops

Identifiers—*Kansas

This final report describes activities of a 3-year Kansas project which attempted to provide services to children and youth with deaf blindness and provide technical assistance to agencies, institutions, and organizations providing services to these children. The major emphasis of the grant was to provide specific support in such areas as identification, differential diagnosis, education, training, consultation, materials development, dissemination, and coordination of services. Project activities included provision of technical assistance and training activities, development and implementation of several training workshops, direct services to about 75 children and youth, consultation and training activities with families including provision of scholarships for parent workshops, collaboration with related projects, and presentations at various professional meetings. Project recommendations stress the importance of: (1) early provision of special services; (2) collaboration among various providers; (3) use of a multilevel approach to providing technical assistance to the home schools of deaf-blind children; and (4) the value of dissemination of training materials on a national basis. A program brochure is attached. (DB)

ED 355 754

EC 302 013

Moheky-Darby, Julie. And Others. Setting a New Course: Defining Quality Lifestyles for Students with Dual Sensory Loss.

Kansas State Board of Education, Topeka.
Spons Agency—Department of Education, Washington, DC

Pub Date—Sep 92

Note—23p; Developed by the Kansas Services for Students with Deaf-Blindness Project. For related documents, see EC 302 011-012.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Change Strategies, Deaf Blind, Elementary Secondary Education,

Evaluation Methods, Family Involvement, Normalization (Handicapped), *Parent School Relationship, Personal Autonomy, Policy Formation, Preschool Education, *Quality of Life, *Severe Disabilities, *Student Development

Identifiers—*Kansas

This guide was developed to assist families and professionals working with people having severe disabilities to improve the overall quality of life these individuals experience. An introduction contrasts new attitudes (such as emphasizing individual strengths and personal control and autonomy) with existing practices which often focus on students' disabilities, continually "prepare" students, and replace the individual's choices with "expert" decisions. A section on defining quality lifestyles for students with dual sensory loss considers basic assumptions about quality of life, defining basic needs, identifying individual preferences, and the quality of life approach. This approach is further discussed in a section which offers guidelines for evaluating current policies and practices and for developing and implementing programs. For use of educators and parents, two tables offer specific suggestions to promote quality of life at the preschool, elementary, and secondary levels. Another section stresses the key role of families in fostering five quality of life outcomes: choice, competence, respect, community presence, and community participation. The final section describes the relationship of programs for students with disabilities to Kansas programs for the improvement of education for all students. (DB)

FL

ED 355 755

FL 020 268

Collis, Dermid R. F., Ed.

Arctic Languages: An Awakening.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—ISBN-92-3-102661-5

Pub Date—90

Note—458p.

Available from—Unesco, 7 place de Fontenay,

75700 Paris, France.

Pub Type—Books (010)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Alaska Natives, Canada Natives, Economic Development, *Ethnic Groups, Finno Ugric Languages, Foreign Countries, *Indigenous Populations, Inupiat, Language Classification, Language of Instruction, *Language Patterns, *Language Planning, Language Research, Language Role, Manchu, Mass Media, Public Policy, Samoyed Languages, *Uncommonly Taught Languages

Identifiers—Alaska, *Arctic, Canada, Finland, Greenland, Lappish, Norway, Paleosiberian Languages, Scandinavia, Siberia, Sweden

This work is a study of Arctic languages written in an interdisciplinary manner. Part of the Unesco Arctic project aimed at safeguarding the linguistic heritage of Arctic peoples, the book is the outcome of three Unesco meetings at which conceptual approaches to and practical plans for the study of Arctic cultures and languages were worked out. Languages covered are: (1) those of the Soviet North (Siberia), including a short references guide to the Northern languages; (2) native languages of North America and Greenland; and (3) the Sami language in the northern countries. Articles include the following: "Ethnic Groups of the Soviet North: A General Historical and Ethnographical Description"; "Socio-economic and Cultural Development of the Peoples of the Soviet North"; "Languages of the Soviet Northern Peoples"; "Contemporary Studies of the Eskimo-Aleut Languages and Dialects: A Progress Report"; "Social Functions of the Soviet Northern Peoples' Languages"; "Use of the Northern Languages in the Mass Media"; "Mother Tongues in School"; "The Language of the Alaskan Inuit"; "Culture and Change for Inupiat and Yupiks of Alaska"; "The Aleut Language of Alaska"; "The Canadian Inuit and their Language"; "The Greenlanders and their Language: Introductory Remarks"; "The Greenlandic Language: Its Nature and Situation"; "Basic Structure and Processes in West Greenlandic"; "Greenlandic in Schools"; "Debate and Linguistic Usage in Connection with Double Place-Names in Greenland"; "Greenlandic Literature"; "A Greenlandic Tale: Alummioq, the Man from Aluk"; "Language Policy and Planning

under the Home Rule Administration"; "The Finnish Perspective: Language and Ethnicity"; "Situation of the Sami Language in Sweden"; "The Sami Language in Norway"; and "The Sami Language: Past and Present." (MSE)

ED 355 756

FL 020 600

Dixon, Moss. Martin, Anne

The Australian Second Language Learning Program. A Review. Occasional Paper Number 4.

Australian Advisory Council on Languages and Multicultural Education, Canberra.

Pub Date—Mar 90

Note—278p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Bilingual Education, Change Strategies, Curriculum Design, *Curriculum Development, *Educational Change, Elementary Secondary Education, Foreign Countries, *Language Enrollment, National Programs, Program Descriptions, Program Evaluation, School Districts, Second Language Instruction, *Second Language Programs, Sign Language

Identifiers—*Australia, Australian Second Language Learning Program

The report evaluates the Australian Second Language Learning Program, intended to promote introduction and expansion of second language learning in Australian elementary and secondary schools. The assessment was conducted after 2 years of the 4-year program development phase. The report consists of an executive summary and three main parts, consisting of: (1) detailed explanations of recommendations and matters for further consideration; (2) the status of component national projects; and (3) the status of component local projects. About one-fifth of the funding is allocated to projects of national significance in declared priority areas (general non-English language education, sign language curriculum development, distance language teaching, senior secondary level language instruction, language teacher professional development, research on bilingualism) and the remainder to school systems according to enrollment rates and in the context of the overall national plan. In addition to promoting and improving language instruction in general, the program was intended to raise language enrollments to levels of the 1960s, develop bilingual education programs, and ensure consistency of curriculum. The program is seen as successful and operating in a supportive environment, especially for general instructional expansion and improvement. Progress toward bilingual education programs is seen as slow. Statistical data and specific recommendations are included in the text of the report. (MSE)

ED 355 757

FL 020 601

Riley-Mundine, Lynette. Roberts, Bryn

Review of National Aboriginal Languages Program. Occasional Paper Number 5.

Australian Advisory Council on Languages and Multicultural Education, Canberra.

Pub Date—Mar 90

Note—117p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Australian Aboriginal Languages, *Cultural Awareness, *Curriculum Development, Foreign Countries, *Indigenous Populations, Instructional Materials, Language Research, *Language Role, Material Development, National Programs, *Native Language Instruction, Policy Formation, Program Descriptions, Program Design, Program Evaluation, Program Implementation, Public Policy, Resource Allocation, Uncommonly Taught Languages

Identifiers—*Australia, National Aboriginal Languages Program (Australia)

This review of Australia's National Aboriginal Languages Program, undertaken in September-November 1989, involved consultation with individuals in Aboriginal and non-Aboriginal organizations and communities in several areas. It was found that 56% of 1988-89 funding went to Aboriginal communities and regional language centers, 20% to state schools, 5% to independent Aboriginal schools, 2% to Catholic schools, and the remainder to institutions, private companies, and individuals. The program currently assists 91 Aboriginal languages, with over 3,000 people benefitting directly or indirectly. Achievements, still in the early stages at the time of the review, included educational and linguistic materials development, greater teacher recognition of student difficulties, increased student pride in lan-

guage learning and community support for related projects, better student retention, greater opportunities for cross-cultural learning, and greater appreciation of Aboriginal language and culture. Problems included funding and resource allocation difficulties, staffing shortfalls, inadequate awareness and school administrative support in some cases, differential quality and quantity of materials developed, lack of appropriate public policy, and administrative organization. Proposals are made for Aboriginal language policy, regional representation, additional regional language centers, funding, community involvement, curriculum development, staff training, and research. Program data and descriptions and notes on the study's methodology are appended. (MSE)

ED 355 758 FL 020 658

Stanley, John. And Others

The Relationship between International Trade & Linguistic Competence (Report to the Australian Advisory Council on Languages and Multicultural Education).

Australian Dept. of Employment, Education and Training, Canberra.

Spons Agency—Australian Advisory Council on Languages and Multicultural Education, Canberra.

Pub Date—90

Note—145p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Business Administration, Educational Needs, Foreign Countries, Global Approach, Industry, *International Trade, *Language Proficiency, *Language Role, *Language Skills, *Public Policy, Second Languages, Surveys

Identifiers—*Australia

A study of the importance of foreign language skills to the success of Australia's business and industry in exporting to non-English-speaking countries is reported. The study has three parts. The first describes a telephone survey of 50 Australian companies requesting information on crucial factors in export marketing and employee language needs, and a mail survey of 451 companies exploring in greater detail employers' perceptions of the relationship between foreign language skills and export success. The second part of the report, which is divided into five chapters, discusses issues related to the surveys and analysis of results, focusing on the findings' implications for directions in the Australian economy, management of new markets, estimation of language needs, and problems in relating the curriculum to industry's needs. A review of literature is also included in this section. The third part is a summary, with recommendations. Data collected from individual companies in the telephone survey and results of a survey of newspaper advertisements for positions with a non-English language requirement are appended. (MSE)

ED 355 759 FL 020 660

Liddicoat, Anthony. Ed.

Bilingualism and Bilingual Education. NLIA Occasional Paper No. 2.

Australian National Languages Inst., Melbourne. Report No.—ISBN-0-646-04405-2

Pub Date—91

Note—240p.

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Bilingual Education, *Bilingualism, Cognitive Development, *Cultural Context, Elementary Secondary Education, Emotional Development, Foreign Countries, *Individual Development, Language Acquisition, Psycholinguistics, Social Influences, Sociolinguistics

Identifiers—*Australia

Following an introduction by Anthony Liddicoat on the general nature of bilingualism, three papers on the characteristics, development, and advantages of bilingualism are presented. "Psycholinguistic Aspects of Bilingualism" by Susanne Dopke, Tim Macnamara, and Terry Quinn considers the linguistic, cognitive, emotional, and educational development of the bilingual individual and the social psychology of bilingualism. "Sociolinguistic Aspects of Bilingualism: Bilingualism and Society" by George Saunders looks at bilingualism in its social context and the linguistic and social factors influencing attainment and maintenance of bilingualism. Emphasis here is on the situation of bilinguals in

Australia. "Bilingual Education" by Marta Rado focuses on bilingual education as an effective way of developing bilingualism. Much of the discussion here is relevant to language teaching and describes models for bilingual education used in major English-speaking countries. (Contains approximately 300 references.) (MSE)

ED 355 760 FL 020 680

Language Association Bulletin, 1989-1990.

New York State Association of Foreign Language Teachers.

Pub Date—90

Note—138p.; Published five times annually.

Journal Cit—Language Association Bulletin; v41 n1-5 Sep 1989-May 1990

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Articulation (Education), College School Cooperation, Cultural Context, Cultural Education, Cultural Pluralism, Disabilities, Educational Policy, Educational Trends, Foreign Countries, Higher Education, High Schools, Instructional Effectiveness, *International Education, *International Educational Exchange, Language Proficiency, Language Teachers, Oral Language, Professional Associations, Program Descriptions, Public Policy, Rural Schools, Second Language Instruction, *Second Languages, Spanish, *Statewide Planning, Teacher Education, Teaching Methods, Telephone Usage Instruction, Trend Analysis, Visual Impairments, Vocabulary Development

Identifiers—*European Community, Germany, Italy, *New York, Spain, United Kingdom, United States

This document consists of the five issues of the "Language Association Bulletin" prepared for the 1989-1990 publishing year. The issues contain articles on a variety of subjects related to second language instruction, educational planning, and language planning. Topics include: articulation of foreign language education in New York State, particularly between secondary and higher education and within language teacher education; rural teaching; salient issues in language teaching in the 1990s; using life stories as a classroom teaching technique; vocabulary development methods; an interdisciplinary project linking German, toymaking, and technology education; a telephone usage unit for Spanish instruction; intercultural communication; perspectives of member states on the evolution of the European Community; promoting homestay programs; communicative teaching for the visually impaired, and a school language day celebration. Book reviews, program descriptions, professional association news, and professional and program announcements are also included. (MSE)

ED 355 761 FL 020 790

Huseby, Roar

Bruk av tekstbehandling som hjelpemiddel i prosessorientert skrivepedagogikk i norskundervisningen. Evaluering av prosjektet. Rapport 14 (Using Word Processing in Process Writing in the Teaching of Norwegian. Project Evaluation. Report 14).

Telemark Coll. of Education, Notodden (Norway). Centre for Pedagogical Research and Development.

Report No.—ISSN-0802-5363

Pub Date—Nov 90

Note—85p.

Language—Norwegian

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Foreign Countries, Grade 5, Grade 8, Intermediate Grades, Junior High Schools, Language Acquisition, *Norwegian, Program Descriptions, Program Evaluation, Revision (Written Composition), Skill Development, Student Attitudes, *Student Motivation, Teaching Methods, Uncommonly Taught Languages, *Word Processing, Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Skills

Identifiers—*Norway

This evaluation reports on a project that used word processing in process writing as a method for teaching written Norwegian to Norwegian students in grades 5 and 8. Process writing refers to the process of writing and rewriting or the various stages of producing written text. Students start with a first draft and work gradually toward a finished manuscript. The report discusses the following: what process writing is; conditions involved in getting the

project started; student motivation for using the word processor in process writing; revision of the first draft; and student cooperation and response. The following questions are highlighted: do students write more using a word processor in process writing? Do they make fewer mistakes and show better sentence development? Is the content of their writing better using the word processor in process writing? Results of the evaluation were positive, showing that student motivation was high from the beginning of the project, student cooperation and response were good, students wrote more and more clearly using the word processor, and students overall made fewer errors in their writing using the word processor. (VWL)

ED 355 762 FL 020 869

Thursby, Ann

A Teacher-Training Design for a Multicultural Setting.

Pub Date—Aug 92

Note—198p.; Master's Thesis, School for International Training Experiment in International Living.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Cultural Context, *Cultural Pluralism, Elementary Education, English (Second Language), Foreign Countries, *Inservice Teacher Education, *Multicultural Education, Problem Solving, Program Design, *Refugees, Transitional Programs, *Whole Language Approach

Identifiers—*Philippines

A study investigated the need and appropriate design for an inservice training program for teachers in a multicultural educational program in the Philippines called "Preparing Refugees for Elementary Programs," or PREP. The PREP program provides classroom instruction to Indonesian refugee children 6.5 to 11 years of age and is administered at the Refugee Processing Center in the province of Batangas. Program objectives included flexible and systematic procedures for identifying and meeting evolving staff training needs, experiential learning and whole language instruction, and development of problem-solving skills. The report outlines the program and reviews relevant literature, then discusses the group-oriented Filipino culture and its implications for such a program, especially for the whole language approach to teaching. A description of the adult learner follows, focusing on adult development within different cultural contexts and implications for teacher training. Methodology used for designing the teacher training program is then described, including formulation and field testing. Results of field testing are reported in some detail, including tallies of participant responses to program components and emphases and recommendations for improved training design in 1990 and 1991. The trainers' manual for the proposed program forms a larger portion of the report, and a final section provides an overall summary of the project and conclusions. An article on evaluating teachers using the whole language approach, the 1987-89 pilot program schedule, and a bibliography and list of references are appended. (MSE)

ED 355 763 FL 020 874

Perspectives on Foreign Language Education in the Soviet Union.

Spons Agency—Defense Language Inst., Monterey, Calif.

Pub Date—1 Nov 91

Note—104p.; Appendix B (17 pages) has broken type throughout.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational History, Educational Philosophy, Elementary Secondary Education, Evaluation Criteria, Foreign Countries, Higher Education, *Intensive Language Courses, Language Proficiency, *Language Role, *Language Tests, *Learning Motivation, Program Design, Second Language Instruction, *Second Languages, Testing

Identifiers—*USSR

A study of the nature, extent, and effectiveness of foreign language education in the Soviet Union is presented. Research methodology consisted of reading available literature and a panel discussion with three Soviet language teaching specialists, then review of a draft report by additional specialists from Moscow and the United States. The report provides a description of the project, its methodol-

ogy, and details of its findings on Soviet language standards and proficiency measurement, quality and quantity of language training available, philosophy of language education, non-classroom language learning experience, and motivation for language study. Major conclusions include the following: the U.S.S.R. did not have a system of standards for measuring proficiency; a two-track system provides intensive and non-intensive language training in elementary and secondary school; an extensive and organized foreign language community exists in higher education; philosophy and interest in language teaching theory have evolved to place more emphasis on teacher discretion and authentic materials; motivation is high; only students in intensive programs attain appreciable competence; and adherence to public language education policy has been inconsistent. Three appendices contain a reprint of a decree on the improvement of foreign language instruction, syllabic for English language instruction, and guidelines for university entrance examinations. (MSE)

ED 355 764

FL 020 933

Hare, Francis A. III

Personal Motives: Tapping into Adolescent Motivations in Second Language Learning.

Pub Date—Dec 92

Note—224p.; Master of Arts in Teaching Thesis, School for International Training, Brattleboro, VT.

Pub Type—Dissertations/Theses—Masters Theses (042)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescents, Case Studies, *English (Second Language), *Immersion Programs, Individual Differences, Language Proficiency, Questionnaires, *Refugees, Secondary Education, Secondary School Students, *Second Language Learning, Student Interests, *Student Motivation. Case studies of six foreign adolescents participating in a 3-week immersion English-as-a-Second-Language (ESL) program at the American Village language camp in Big Sky, Montana, are examined, including the students' motivations in learning and using English. Research focused on exploring student motivations toward learning and using English at the beginning of the camp session, changes in motivations that may or may not occur during the session, and the motivations that the students have at the end of the session, contrasted with their proficiency in English at these stages. Another aspect of the research focused on students identifying when they would feel successful in using English, as well as when they would feel most motivated to learn and use the language. Dialogue journals, observation, and interviews were used to monitor and record students' experiences. A model is provided for encouraging adolescents to invest in the second language learning process, through combining student interests with the opportunity to explore those interests in a foreign language learning context. Appended are sample questionnaires, midterm questions, and ESL student responses. Contains 20 references. (Author/LB)

ED 355 765

FL 021 000

Samson, Elizabeth. Ed. Wright, Andrew T., Ed. **Hongkong Papers in Linguistics and Language Teaching, 15.**

Hong Kong Univ.

Report No.—ISSN-1015-2059

Pub Date—92

Note—106p.; For selected individual papers, see FL 021 001-005.

Available from—Hongkong Papers in Linguistics and Language Teaching, The English Centre, University of Hong Kong, Pokfulam Road, Hong Kong (\$6, check payable to the University of Hong Kong).

Journal Cit—Hongkong Papers in Linguistics and Language Teaching; v15 1992

Pub Type—Collected Works—Serials (022)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Classroom Research, English, Foreign Countries, Grading, Higher Education, Independent Study, Language Research, *Linguistics, Open Education, Remedial Instruction, *Second Language Learning, Student Evaluation, Student Writing Models, Writing Evaluation, Written Language.

This issue contains five articles, including reports of activities of the University of Hong Kong's English Center, five action research reports, reflections on various conferences, and a book review by Ray Mackay of "Asian Voices in English." The five arti-

cles are: "Cultural Syntonicity: Co-operative Relationships between the ESP Unit and Other Departments" (Colin Barron); "From 'Remedial English' to 'English Enhancement' (So, What Else Is New?)" (Desmond Allison); "Self-Access for Self-Directed Learning" (Philip Benson); "Assessing Students at Tertiary Level: How Can We Improve?" (Jo A. Lewkowicz); and "Ensuring Access and Quality in Open Learning Programmes: Communication and Study Skills Training for ESL-Medium Higher Education" (Nigel J. Bruce). Reports of research are: "An Introduction to the Action Research Progress Reports" (Denis Williamson and Elaine Martyn); "Self-Access Action Research: A Progress Report" (Elaine Martyn and Chan Nim Yin); "A Progress Report of an Action Research Project into the Marking of Students' Written Work" (Denis Williamson); "Electronic Mail as a Tool to Enable Purposeful Communication" (David Gardner) and "Discourse Awareness in Student Writing" (Desmond Allison). (LB)

ED 355 766

FL 021 001

Barron, Colin

Cultural Syntonicity: Co-operative Relationships between the ESP Unit and Other Departments.

Report No.—ISSN-1015-2059

Pub Date—92

Note—15p.; For the serial issue from which this paper is analyzed, see FL 021 000.

Journal Cit—Hongkong Papers in Linguistics and Language Teaching; v15 p1-14 1992

Pub Type—Journal Articles (080)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cooperative Programs, Engineering Education, *English for Special Purposes, Foreign Countries, Higher Education, Intellectual Disciplines, Language Proficiency, Second Language Instruction, Second Language Learning, *Teaching Methods, *Team Teaching.

Many examples of cooperative projects between English for Specific Purposes (ESP) units and university subject departments have been reported in the literature. Most are case studies of specific ESP programs, and explanations of methodologies have not been prominent. This paper reviews the different ways in which cooperative methods have been used in ESP programs, beginning with the history of cooperative teaching methods in engineering more than 100 years ago. Cooperative methods are categorized into four types according to the level of involvement of the subject specialist in the ESP program. Advantages and disadvantages of the methods are discussed and it is concluded that the advantages considerably outweigh the disadvantages. It is suggested that the purposes of the methods are to achieve cultural syntonicity (i.e., coherence) with the content subjects, since academic development and language development proceed concurrently. The paper concludes by suggesting that ESP professionals can learn from the experience of engineering in exploiting the advantages it gained from cooperative teaching methods to improve its status. Contains 56 references. (LB)

ED 355 767

FL 021 002

Allison, Desmond

From "Remedial English" to "English Enhancement" (So, What Else Is New?).

Report No.—ISSN-1015-2059

Pub Date—92

Note—16p.; For the serial issue from which this paper is analyzed, see FL 021 000.

Journal Cit—Hongkong Papers in Linguistics and Language Teaching; v15 p15-29 1992

Pub Type—Reports—Descriptive (141)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*English (Second Language), Foreign Countries, Higher Education, Intellectual Disciplines, *Language of Instruction, *Remedial Instruction, Second Language Instruction. Identifiers—University of Hong Kong.

The case against a "remedial" view of English as a Second Language (ESL) is presented, and an alternative approach is offered: an "enhancement" account of programs that aim to improve students' command of English in the course of an English-medium college or university education. The transition from "remedial" to "enhancement" provisions within the academic curricula at The University of Hong Kong is described and assessed. Other related issues include the "academic" or "general" scope of English enhancement programs, and the criteria and processes by which such pro-

grams may best be evaluated. Contains 12 references. (LB)

ED 355 768

FL 021 003

Benson, Philip

Self-Access for Self-Directed Learning.

Report No.—ISSN-1015-2059

Pub Date—92

Note—9p.; For the serial issue from which this paper is analyzed, see FL 021 000.

Journal Cit—Hongkong Papers in Linguistics and Language Teaching; v15 p31-38 1992

Pub Type—Reports—Descriptive (141)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, Decision Making, Distance Education, Foreign Countries, Higher Education, *Independent Study, *Learning Laboratories, *Open Education, *Student Motivation.

Identifiers—University of Hong Kong.

The relationship between self-directed learning and self-access is discussed as a system of organizing resources. The first part of the paper outlines the skills needed for self-directed learning in a self-access center. The skills include defining objectives, identifying resources, selecting resources, using resources, evaluating action, and redefining objectives. The second part describes how self-access resources at The University of Hong Kong Language Centre have been reorganized to help develop these skills. The reorganization includes the use of a personal computer database to help students plan programs of study. One of the findings of the project has been that little is really known about the motive and decision-making processes of learners in self-access situations. Contains 8 references. (LB)

ED 355 769

FL 021 004

Lewkowicz, Jo A.

Assessing Students at Tertiary Level: How Can We Improve?

Report No.—ISSN-1015-2059

Pub Date—92

Note—10p.; For the serial issue from which this paper is analyzed, see FL 021 000.

Journal Cit—Hongkong Papers in Linguistics and Language Teaching; v15 p39-46 1992

Pub Type—Opinion Papers (120)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, *Evaluation Criteria, *Evaluation Methods, Foreign Countries, Higher Education, *Student Evaluation, Workshops.

Identifiers—University of Hong Kong.

A number of issues related to assessment of students undergoing English enhancement courses were raised at a workshop on assessment held at The University of Hong Kong Language Centre. The primary focus of the workshop was to update staff about current assessment practices in the various programs run by the Language Centre and to discuss issues of professional interest. The workshop threw light on some of the persistent problems in assessment that are experienced by a rapidly expanding tertiary teaching program and should be helpful to others facing a similar situation. Questions covered relate to types of tests used, who assessment is for, authenticity, assessment criteria, and alternative assessment. Although many problems remain unresolved, the exchange of ideas reported has suggested lines for future investigation and development. Contains 7 references. (LB)

ED 355 770

FL 021 005

Bruce, Nigel J.

Ensuring Access and Quality in Open Learning Programmes: Communication and Study Skills Training for ESL-Medium Higher Education.

Report No.—ISSN-1015-2059

Pub Date—92

Note—10p.; For the serial issue from which this paper is analyzed, see FL 021 000.

Journal Cit—Hongkong Papers in Linguistics and Language Teaching; v15 p47-55 1992

Pub Type—Reports—Descriptive (141)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Adult Students, *Communication Skills, Continuing Education, Distance Education, English (Second Language), Foreign Countries, Higher Education, *Open Education, Part Time Students, Student Characteristics, *Study Skills. Identifiers—University of Hong Kong.

Tertiary institutions worldwide are catering increasingly to adult, part-time students who are entering higher education for the first time. This paper addresses the compound problems that these students face in attempting to pursue a distance education in a second language. It offers the specific example of Hong Kong and the access and degree programs offered by The University of Hong Kong's School of Professional and Continuing Education. The paper analyzes the types of study and communication problems open learning students may bring with them to their studies, and recommends a policy of communication and study skills training as a means of ensuring both program quality and student access to full degree programs. Contains 7 references. (LB)

ED 355 771 FL 021 023

Manning, Kathleen
Outreach Educational Activities of Title VI National Resource Centers in International Studies. A Study Report with Recommendations. New York State Univ. System, Albany. Center for International Programs and Comparative Studies. Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—83
Contract—G008102767
Note—156p.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrative Organization, *College Programs, Federal Legislation, Higher Education, *Information Dissemination, *International Studies, National Surveys, *Outreach Programs, Program Administration, Program Evaluation, Questionnaires

Identifiers—*Higher Education Act Title VI

The study reports on university-based outreach activities to extend international studies, based on a mandate in Title VI of the Higher Education Act. A survey of Title VI centers in universities nationwide gathered information on the way the institutions organize, develop, implement, and evaluate their resources and their delivery to nontraditional constituencies. Using this information, successful outreach models are offered for consideration by the institutions and their Title VI centers. The report begins with a history of the centers, and goes on to discuss the concept of outreach in the context of this legislation. Study procedures are then described. Survey results are presented in 3 sections: (1) a summary of the structure, resources, and operations of the centers; (2) a description of client/user services, with comments and recommendations made by survey respondents; and (3) evaluation of the outreach materials used by the centers. General and specific recommendations for program improvement are made for the federal government, universities, and centers. Appended materials include: a tabulation of results from each of 75 centers surveyed; questionnaires used for center directors, client/users, and outreach coordinators; descriptions of outreach education materials evaluated for each center; key references; and addresses of study participants in the United States and other countries. (MSE)

ED 355 772 FL 021 025

Larson, Jerry W.
Computerized Adaptive Spanish Placement Test. Final Performance Report.

Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—[85]
Contract—G008440250
Note—16p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Second Language Programs, *Computer Assisted Testing, Higher Education, *Language Tests, Microcomputers, Recordkeeping, *Second Languages, *Spanish, *Test Construction, Test Format, Test Reliability, Test Use, Test Validity, Undergraduate Students

Identifiers—*Brigham Young University UT, *Placement Tests

A study at Brigham Young University (Utah) investigated the feasibility of computer-assisted language placement testing in higher education. Benefits and problems of this approach for test administration, individualization of item selection, and recordkeeping were examined. Four steps were followed in production of a test for Spanish placement: development of an item bank; determination of a suitable psychometric methodology; selection

of a test delivery system; and validation and implementation. A 1,443-item bank was created, reduced to 1,100 items, and incorporated into 5 test forms. Tests were administered to 199 students from lower-division Spanish courses, then submitted to conventional statistical and Rasch analyses. Items were indexed to 51 difficulty levels. After final review by faculty, the 1,050 items remaining were coded, and 9 items at each difficulty level were included in the final version of the placement test. The test was then designed so the computer would present to each examinee items in the estimated range of his/her ability and inform students immediately of their probable class placement. The test is delivered on a standard IBM or compatible personal computer with two disk drives. Student records are stored and can be printed. Initial test implementation was under way at the time of the report's writing and expansion of such testing was anticipated. (MSE)

ED 355 773 FL 021 026

Mao, Tang
Courseware Authoring and Delivering System for Chinese Language Instruction. Final Report. Comptek Co., Springfield, NJ.

Spons Agency—Department of Education, Washington, DC.

Pub Date—5 Feb 85
Contract—300-84-0180
Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Authoring Aids (Programming), Chinese, *Computer Assisted Instruction, Computer Software Development, *Courseware, *Programming, Research Projects, Second Language Instruction, *Second Languages, *Uncommonly Taught Languages

Identifiers—*Unix Operating System

A study investigated technical methods for simplifying and improving the creation of software for teaching uncommonly taught languages such as Chinese. Research consisted of assessment of existing authoring systems, domestic and overseas, available hardware, peripherals, and software packages that could be integrated into this project. Then some features of an authoring system were applied to a personal computer using available hardware and software. Among the findings were that interactive computer-assisted instruction (CAI) applications have large storage requirements; choice of hardware and peripherals require trade-offs in cost, speed, and adequacy; a courseware author is needed; the program can be designed to incorporate a third language; data compatibility is the primary difficulty in transferring information from one computer type to another; and the Unix system is inadequate for this application. It is concluded that an interactive CAI system for multiple languages with graphics, text, and voice capability at reasonable cost can be developed if special care is given to the needs of potential users, system development, and integration of hardware and software. The final product of the research is a detailed design for a multi-language, multimedia courseware authoring and delivery system. (MSE)

ED 355 774 FL 021 031

Advanced Russian Listening and Reading Proficiency Test. Final Project Report—Year 2.

Educational Testing Service, Princeton, N.J. Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—[86]
Contract—G008402260
Note—85p.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advanced Courses, Difficulty Level, Higher Education, *Language Proficiency, *Language Tests, *Listening Comprehension, *Reading Comprehension, *Russian, Test Construction, Test Reliability, Test Validity

The final project report on development of an advanced Russian language listening and reading proficiency test is presented. It summarizes activities in the second year of the project, including dissemination of summer 1985 test validation results to participating higher education institutions, item analyses, completion of the final test edition, test norming administrations, validation, and calibration, completion and mailing of descriptive materials, and post-contract plans for test distribution. Appended materials, which form the bulk of the document, include test documentation memos, letters and con-

version tables sent to institutions using the test, a promotional letter, a letter to institutions participating in the norming administration, an announcement and order form, and three components of the test: directions for administrators; test and score manual; and the student handbook used in preparing for the test and interpreting the results. (MSE)

ED 355 775 FL 021 033

Qian, Gaoyin Yang, Ronglan
Effect of Different Versions of Chinese Logographs on Recognition of Chinese Characters.

Pub Date—24 Apr 92

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Chinese, College Students, Comparative Analysis, Foreign Countries, Higher Education, *Ideography, Language Patterns, *Language Variation, *Native Speakers, Uncommonly Taught Languages, *Word Recognition

Identifiers—*China, *Taiwan

A study of Chinese logograph recognition investigated: (1) whether word-length effect is generalizable to Chinese readers in recognizing context-free logographic characters; (2) whether readers from mainland China would outperform readers from Taiwan when each group read its own familiar logograph version; (3) whether both groups would perform better in recognizing legal characters in comparison with illegal characters; and (4) the strength of the relationship between number of strokes, character frequency, and reaction time in the recognition task. Subjects were 166 native mainland Chinese and 159 native Taiwanese undergraduates and graduate students. Stimulus materials were 90 Chinese characters: 30 simplified legal, 30 complex legal, and 30 complex illegal characters. Subjects were asked to recognize and pronounce each character as quickly as possible. Results indicate that: the word-length effect can be generalized to context-free Chinese logograph recognition; familiarity of characters was more important than their simplicity; mainland Chinese outperformed Taiwanese Chinese subjects slightly in recognizing familiar characters, possibly due to presence of the complex illegal characters. Statistical summaries and data sheets are appended. (MSE)

ED 355 776 FL 021 035

Valdes, Guadalupe And Others

The Development of Writing Abilities in a Foreign Language: Contributions toward a General Theory of L2 Writing. Technical Report No. 61.

National Center for the Study of Writing and Literacy, Berkeley, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 92
Contract—R117G10036
Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Higher Education, Linguistic Theory, Second Language Instruction, *Second Languages, *Skill Development, *Spanish, Teacher Expectations of Students, *Theory Practice Relationship, *Writing Ability, Writing Evaluation, *Writing Skills

Identifiers—*ACTFL Proficiency Guidelines

This study: (1) examined assumptions made about development of second-language writing skills by the teaching profession, as reflected in the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, and (2) investigated the relationship between those assumptions and actual skills development, as reflected in the work of competent English writers as they begin writing in Spanish. Subjects were students enrolled in three levels of Spanish instruction at a selective university. Writing samples written during class time (18 at the first level, 12 at the second level, 8 at the third level) were analyzed for general characteristics (quality of message, organization and style, and standards of language use) of the sets of samples at each level. The analysis provided evidence that there are clear distinctions in the writing products of students at various levels of foreign language study. However, this group of students did not appear to follow the developmental sequence implicit in the ACTFL proficiency guidelines when beginning to write Spanish but began by building on English language writing skills. Clear differences were

also found in the sophistication and complexity of writing products at different levels of study. Implications for second-language writing theory are discussed. (Contains 70 references.) (MSE)

ED 355 777 FL 021 038

Lambert, Richard D., Ed. Moore, Sarah Jane, Ed. *Foreign Language in the Workplace*. American Academy of Political and Social Science, Philadelphia, Pa.

Report No.—ISBN-0-8039-3847-0; ISBN-0-8039-3874-8; ISSN-0002-7162

Pub Date—Sep 90

Note—232p.

Available from—Annals, c/o Sage Publications, Inc., 2455 Teller Road, Newbury Park, CA 91320 (single copy, \$13.95; clothbound, \$22.95; orders under \$25 must be prepaid).

Journal Cit—American Academy of Political and Social Science Annals; v511 Sep 1990

Pub Type—Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors—Bilingualism, Business Administration Education, *Business Communication, College Graduates, Competition, Educational Needs, Engineering, Federal Government, Foreign Countries, Industry, International Trade, Japanese, *Job Skills, *Language Role, Language Skills, Research, Second Language Instruction, *Second Languages, *Translation

Identifiers—Japan, United Kingdom

Articles in this theme issue of the journal, devoted to the subject of languages in the workplace, include: "Language Use in International Research" (Eugene Garfield, Alfred Welljams-Dorof); "The Foreign Language Needs of U.S.-Based Corporations" (Carol S. Fixman); "Foreign Language Use Among International Business Graduates" (Richard D. Lambert); "The Foreign Language Needs of U.K.-Based Corporations" (Nigel B. R. Reeves); "Foreign Language Acquisition in European Management Education" (Robert Crane); "Developing Competitive Skill: How American Businesspeople Learn Japanese" (Bernice A. Cramer); "Language Training and Beyond: The Case of Japanese Multinationals" (Rosalee L. Tung); "Foreign Language Needs in the U.S. Government" (Ray T. Clifford, Donald C. Fisher, Jr.); "International Education for Engineers: A Working Model" (Howard L. Wakefield); "The Translation Profession in the United States Today" (Deanna Lindberg Hammond); "Interpretation in the United States" (Wilhelm K. Weber); and "Bilingualism in the Workplace" (Mary E. McGroarty). Book reviews and publication announcements are also included. (MSE)

ED 355 778 FL 021 041

The Issues of Language and Culture. Proceedings of a Symposium Convened by the Center for Applied Linguistics (Washington, D.C., October 5, 1992). The National Education Goals, Goal 3. Center for Applied Linguistics, Washington, D.C. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Mar 93

Note—102p.; For selected individual papers, see FL 021 042-048.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—American Indians, Asian Americans, Black Students, *Educational Assessment, *Educational Change, Educational Policy, Elementary Secondary Education, Ethnic Groups, Hispanic Americans, Limited English Speaking, *Minority Groups, *Multicultural Education, Policy Formation, State Standards

Identifiers—Diversity (Student), Hispanic American Students, *National Education Goals 1990, Native Americans

Proceedings of a symposium of educators, administrators, researchers, and legislators concerned with the education of minority students are presented. The meeting's objectives were: (1) to raise issues of language and culture that must be taken into consideration in the process of setting, achieving, and assessing high educational standards, and (2) to recommend policies and strategies that will ensure that students of language and cultural minority backgrounds will not be left behind in the race to achieve world-class standards. These issues were considered in the context of Goal 3 of the National Education Goals, which states that "By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students

learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." Papers are as follows: "Overview: Diversity and Education Reform" (Donna Christian); "Raising Standards and Measuring Performance Equitably: Challenges for the National Education Goals Panel and State Assessment Systems" (Cynthia D. Prince and Pascal D. Forgiione, Jr.); "Language, Learning, and National Goals: A Native American View" (William G. Demmert, Jr.); "The Education of Hispanic Americans" (Ramon L. Santiago); "The National Education Goals: Implications for African Americans and Other Minorities" (Warren Simmons); "Asian American Education and the National Education Goals" (Sau-Lim Tsang); and "Current Research Issues in Minority Student Education" (Donna Christian). Thirty-one policy and strategy recommendations are included in the areas of instructional programs, methods, and materials; teacher training and certification; and assessment policies and strategies. A resource list is appended, citing materials related to multicultural education, teacher training, teacher certification, and testing and standards. (LB)

ED 355 779 FL 021 042

Christian, Donna

Overview: Diversity and Education Reform.

Pub Date—Mar 93

Note—7p.; In: The Issues of Language and Culture:

Proceedings of a Symposium Convened by the Center for Applied Linguistics (Washington, D.C., October 5, 1992). The National Education Goals, Goal 3; see FL 021 041.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Pluralism, Educational Assessment, *Educational Change, Educational Policy, Elementary Secondary Education, English (Second Language), Ethnic Groups, Language of Instruction, Limited English Speaking, *Minority Groups, *Multicultural Education, Policy Formation, State Standards

Identifiers—Diversity (Student), *National Education Goals 1990

As an introduction to a 1992 symposium of educators, administrators, researchers, and legislators concerned with the education of minority students, this paper reviews the overriding issues related to diversity and American education reform in the context of Goal 3 of the National Education Goals. Framed in a context of economic uncertainty, social fragmentation, and political unrest, diversity in society worldwide has emerged as a prime focus for concern. The rapidly changing demography of the U.S. population is described. The number of language minority youth and young adults continues to grow dramatically, but their level of academic achievement lags significantly behind that of their language majority counterparts and appears to be rapidly worsening. It is suggested that although the impetus for educational reform comes at least in part from a response to the conditions created by increasing diversity, the leaders of the movement have largely failed to involve language minorities or address their concerns. Contains 20 references. (LB)

ED 355 780 FL 021 043

Prince, Cynthia D. Forgiione, Pascal D., Jr.

Raising Standards and Measuring Performance

Equitably: Challenges for the National Education Goals Panel and State Assessment Systems.

Pub Date—Mar 93

Note—14p.; In: The Issues of Language and Culture: Proceedings of a Symposium Convened by the Center for Applied Linguistics (Washington, D.C., October 5, 1992). The National Education Goals, Goal 3; see FL 021 041.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Pluralism, *Educational Assessment, Educational Change, Educational Policy, Elementary Secondary Education, Equal Education, *Evaluation Criteria, Minority Groups, *Multicultural Education, *Policy Formation, Special Needs Students, *State Standards, *Student Evaluation

Identifiers—*Delaware, Diversity (Student), *National Education Goals 1990, National Education Goals Panel

Approaches to equitable performance standards and assessment are discussed with three points of focus. First, the work of the National Education Goals Panel is described, with particular attention

to Goal 3, Student Achievement and Citizenship, and the Panel's efforts to establish world-class standards of performance. National standards are assumed to include content standards, student performance standards, school delivery standards, and system performance standards. Second, four possible approaches to standard-setting for students with special needs are presented. They include the following: one standard for everybody; same standard, different conditions; different standards for different groups; and exclusion of some groups from assessment altogether. Potential advantages and disadvantages of each approach are discussed. Third, a discussion of how states are reacting to the national interest in standard-setting and assessments focuses on the standards-based approach to educational improvement adopted in Delaware. The New Directions for Education in Delaware reform plan adopted in May, 1992, clearly defines a strategy of educational standards and related assessments and accountability that will define the nature of educational change needed if Delaware students are to be prepared for life in the 21st century. Four Delaware Curriculum Framework Commissions (English/language arts, mathematics, science, and social studies) participate in the standards development. Contains 7 references. (LB)

ED 355 781 FL 021 044

Demmert, William G., Jr.

Language, Learning, and National Goals: A Native

American View.

Pub Date—Mar 93

Note—10p.; In: The Issues of Language and Culture: Proceedings of a Symposium Convened by the Center for Applied Linguistics (Washington, D.C., October 5, 1992). The National Education Goals, Goal 3; see FL 021 041.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alaska Natives, American Indian Culture, *American Indian Languages, *Cultural Pluralism, Curriculum Development, Educational Change, Educational Objectives, Educational Policy, Elementary Secondary Education, Eskimo Aleut Languages, Hawaiian, Hawaiians, *Language of Instruction, Models, *Multicultural Education, Native Language Instruction, Official Languages, *School Community Relationship, Uncommonly Taught Languages

Identifiers—Alaska, Diversity (Student), Hawaii, *National Education Goals 1990, Native Americans

As part of a symposium on issues related to diversity and American education reform in the context of Goal 3 of the National Education Goals, this paper addresses public attitudes about languages that are different from official or national languages. It is noted that the use of a native language as the medium of instruction to rebuild historical languages among Native peoples where those languages are being lost is gaining support among Native leaders, parents, and educators for social, educational, and cultural reasons. Focus is on three educational models that the American Indian, Native Alaskan, and Native Hawaiian have experienced: the Klawock model in Alaska (Tlingit language and culture), the Lower Kuskokwim School District model (Yup'ik language and culture), and the Punana Leo Hawaiian Language Preschool and Kaipuni Hawai'i Public Hawaiian Language Schools model. A proposal for a community-based model of education is presented that begins with local knowledge and skills as a base from which to improve schools and schooling for Native children. It is concluded that the national goals must be consistent with the goals of the nation's local schools and communities which challenge us to build a multicultural, pluralistic society. Appended are 10 National Education Goals for American Indians and Alaska Natives. Contains 10 references. (LB)

ED 355 782 FL 021 045

Santiago, Ramon L.

The Education of Hispanic Americans.

Pub Date—Mar 93

Note—13p.; In: The Issues of Language and Culture: Proceedings of a Symposium Convened by the Center for Applied Linguistics (Washington, D.C., October 5, 1992). The National Education Goals, Goal 3; see FL 021 041.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, College Bound Students, Educational Assessment, Educational

Change, Educational Policy, Educational Quality, Elementary Secondary Education, *Equal Education, *Hispanic Americans, *Language of Instruction, Multicultural Education, Noncollege Bound Students, Parent Participation, Parent School Relationship, School Community Relationship, Spanish Speaking, Student Evaluation
Identifiers—Content Area Teaching, *Diversity (Student), Hispanic American Students, *National Education Goals 1990

As part of a symposium on issues related to diversity and American education reform in the context of Goal 3 of the National Education Goals, this paper addresses the diversity of Hispanic populations in the United States and implications for Goal 3. Seven factors to consider in program planning include the following: heterogeneity of the Hispanic populations and the diversity of needs; issues in the language of assessment; the role of the native language in content instruction; the nature of instruction and the quality of instructional personnel; the multicultural nature of the school environment; parental involvement and school-community relations; and the counseling/guidance function. It is suggested that native language testing, in spite of its effect on assessment problems, needs to be seriously considered, and native language instruction also deserves real attention. It is also noted that guidance counselors and other support personnel must ensure that Hispanics gain access to gifted and talented programs and that they familiarize students with suitable and productive postsecondary alternatives to a college education. (Contains 30 references.) (LB)

ED 355 783

FL 021 046

Simmons, Warren

The National Education Goals: Implications for African Americans and Other Minorities.

Pub Date—Mar 93

Note—13p; In: *The Issues of Language and Culture: Proceedings of a Symposium Convened by the Center for Applied Linguistics* (Washington, D.C., October 5, 1992). The National Education Goals, Goal 3; see FL 021 041.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Access to Education, *Black Students, Comparative Analysis, *Educational Assessment, *Educational Change, Elementary Secondary Education, Equal Education, Ethnic Groups, *Minority Groups, Racial Differences, Standardized Tests, Standards, Student Evaluation, Teacher Effectiveness, Teaching Methods

Identifiers—*African Americans, *National Education Goals 1990

Implications of the six National Education Goals for African Americans and other minority groups are discussed in a paper that summarizes the status of student competencies. The question posed is why the school reform movement thus far has had such a minimal impact on overall student achievement. The focus of the reform movement of the 1980s is reviewed, particularly the "new basics," school-based management and parental involvement, and the curricular content issue. It is suggested that in spite of the twin goals of equity and excellence in the early 1990s, the reform movement continues to ignore the educational circumstances of poor and minority students; the national goals cannot be reached without substantially raising the performance of minority students. National Assessment of Educational Progress (NAEP) and Scholastic Aptitude Test (SAT) trends are cited to illustrate the levels to which minority students lag behind white students, and similar differences are noted in grades and course/program enrollments. The minority education agenda for the 1990s, it is further suggested, should begin with the elimination of tracking and proceed to identify instructional opportunities that give minority students a fair chance at meeting world-class standards. In addition, for the national standards and assessment movement to survive, school delivery standards must receive as much attention as student content and performance standards. Examples of effective efforts include active learning, flexible scheduling, interdisciplinary team teaching, continuous assessment, and collaborative learning. (Contains 35 references.) (LB)

ED 355 784

FL 021 047

Tsang, Saw-Lim

Asian American Education and the National Education Goals.

RIE AUG 1993

Pub Date—Mar 93

Note—13p; In: *The Issues of Language and Culture: Proceedings of a Symposium Convened by the Center for Applied Linguistics* (Washington, D.C., October 5, 1992). The National Education Goals, Goal 3; see FL 021 041.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Asian Americans, Comparative Analysis, *Educational Assessment, Elementary Secondary Education, High Achievement, Immigrants, Public Policy, Secondary Education, Success, Underachievement

Identifiers—*Diversity (Student), *National Education Goals 1990

As part of a symposium on issues related to diversity and American education reform in the context of Goal 3 of the National Education Goals, this paper summarizes the general educational achievement of Asian American students (excluding Pacific Islanders). The diversity of the group is discussed and it is noted that simple generalizations do not provide information on the large number of low achievers and their needs for better and more appropriate instructional programs. Data are presented to show that recent immigrant students in U.S. secondary schools are making slower progress in English than other groups, in spite of comparatively high achievement in mathematics. Three factors affecting Asian American students' academic achievement are discussed: immigration and refugee policy, time spent on learning, and sensitivity to job openings under conditions of equal employment opportunity. The following questions are raised: (1) Who are the Asian American students meeting and not meeting the mathematics competencies and what accounts for the differences? (2) If many Asian Americans are not doing well in American schools, is there anything wrong with the schools? (3) What happens to the large number of Asian American students in higher education? and (4) How do Asian Americans perform when compared to students in other countries? Contains 12 references. (LB)

ED 355 785

FL 021 048

Christian, Donna

Current Research Issues in Minority Student Education.

Pub Date—Mar 93

Note—10p; In: *The Issues of Language and Culture: Proceedings of a Symposium Convened by the Center for Applied Linguistics* (Washington, D.C., October 5, 1992). The National Education Goals, Goal 3; see FL 021 041.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cultural Pluralism, Educational Assessment, *Educational Change, *Educational Policy, Elementary Secondary Education, Language Acquisition, Literacy, Minority Groups, Models, *Multicultural Education, *Research Needs, Second Language Learning, Special Needs Students, Teacher Education

Identifiers—*Diversity (Student), *National Education Goals 1990

As a conclusion to a symposium on issues related to diversity and American education reform in the context of Goal 3 of the National Education Goals, this paper summarizes important issues of language and culture that must be faced in the process of implementing Goal 3. One of the prerequisites for dealing effectively with these issues is an adequate foundation of research. The need for accurate information and data from all possible sources is emphasized, and the following categories are identified: program and instructional models; the needs of special populations; processes of second language learning; acquisition of literacy; influence of home and community; assessment issues; and teacher education. (Contains 44 references.) (LB)

ED 355 786

FL 021 049

Grundy, Thomas

ESL/Bilingual Education: Policies, Programs, and Pedagogy.

Oregon School Study Council, Eugene.

Report No.—ISSN-0095-6694

Pub Date—Dec 92

Note—50p.

Journal Cit—OSSC Bulletin; v36 n4 Dec 1992

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, *Educational Policy, Elementary Secondary Education, *En-

glish (Second Language), Identification, Limited English Speaking, Program Descriptions, School Districts, *Second Language Instruction, *State Programs, Statewide Planning, Teacher Certification

Identifiers—*Oregon

The purpose of this bulletin is to examine general policies and principles of English-as-a-Second-Language (ESL) education, to assess the status of the ESL program at the state level in Oregon, and to examine ESL programs in two Oregon school districts. The study is concerned with both the quantitative (demography, budget allocations) and qualitative (perception of ESL in comparison with basic academic programs success and sophistication of programs) aspects of the programs. An overview is provided of current statewide policy and local practices to determine major strengths and weaknesses in existing programs. Remedies for weaknesses and models of strengths that districts and schools may follow in maintaining and developing their ESL/limited-English-speaking (LEP) programs are provided. The Bulletin is roughly comprised of two parts. The first deals with problems, theory, and practices of ESL education in general. The second deals with ESL programs and policies in Oregon. Chapter 1 examines marginalization of ESL, and the problems of teacher marginalization and certification. Chapter 2 deals specifically with the principles of ESL instruction, while chapter 3 focuses on the identification and monitoring of ESL students and outlines suggested principles and practices. Chapters 4 through 6 review ESL instruction in Oregon. (VWL)

ED 355 787

FL 021 050

Wieczorek, Joseph A., Ed.

Foreign-Language Pedagogy: Practical Applications to Theoretical Concerns. Selected Papers from the Loyola College Conference Entitled "Bridging Theory and Practice in the Foreign-Language Classroom" (Baltimore, Maryland, October 18-20, 1991).

Maryland Foreign Language Association.

Pub Date—93

Note—192p; For selected individual papers, see FL 021 051-065 and ED 344 465 and ED 342 254. Available from—Maryland Foreign Language Association, 3006 Chesley Avenue, Baltimore, MD 21234 (\$6).

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 Spr 1993

Pub Type—Collected Works—Serials (022)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Advanced Courses, Art, Community Colleges, Conversational Language Courses, Critical Thinking, Cultural Awareness, Dance, Educational Technology, Elementary Secondary Education, Folk Culture, Foreign Countries, French, Higher Education, Immersion Programs, Interdisciplinary Approach, Literacy, Music, Opera, Oral Language, Program Descriptions, *Second Language Instruction, *Second Language Learning, Student Centered Curriculum, Teaching Methods, Telecourses, Textbooks, Vocabulary Development

Identifiers—Africa

Papers from the conference include the following: "Activites orales et motivation dans l'étude du vocabulaire d'une langue étrangère (Oral Activities and Motivation in the Study of Vocabulary in a Foreign Language)" (M. Guisset); "Bridging High School and College Classes through the Multicultural Approach: The Case of Francophone Africa" (T. Mosadomi); "Foreign Language Education in the Middle School: A Special Education Teacher's View" (M. G. M. Finamore); "German Folk Dances: An Innovative Teaching Tool" (A. Wedekind); "How Can a Mess Be Fine? Polysemic and Reading in a Foreign Language" (H-W. Kang); "Interactive Pedagogy in a Literature Based Classroom" (V. Mayer); "Language Telecourses for Adults—Pros and Cons" (M. S. Pearlman); "Les Santons de Provence: Inspiration for an Interdisciplinary Project" (L. L. Lucietto); "More than a Required Skill in Today's Curriculum: Critical Thinking and Collaborative Learning in Foreign Languages" (C. E. Klein); "Music as a Means to Enhance Cultural Awareness and Literacy in the Foreign Language Classroom" (J. W. Failoni); "Near Immersion Results in One-Third of the Time" (J. Lang); "On Organizing a Learner-Centered Advanced Conversation Course" (D. Guenin-Lelle); "Opera and Art in the French Foreign Language Classroom" (L. Hekmatpanah); "Strategies for Producing a Video-Letter in the Foreign

Language Classroom" (M. F. Dominguez); "The Language of Language: An Interdisciplinary Approach to Language Learning" (J. T. Mann); "Towards Teaching French Civilization in Context: A Technology-Aided Approach" (E. L. Corredor); and "Where Is the Text? Discourse Competence and the Foreign Language Textbook" (M. A. Kaplan, E. Knutson). (VWL)

ED 355 788 FL 021 051

Mosadomi, Tola
Bridging High School and College Language Classes through the Multicultural Approach: The Case of Francophone Africa.

Pub Date—93
Note—7p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p13-18 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Journal Articles (080)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *Cultural Awareness, Foreign Countries, *French, Higher Education, High Schools, *Multicultural Education, Second Language Instruction, Second Language Learning, *Teaching Methods
Identifiers—*Francophone Africa

The multicultural approach to French language teaching and learning brings richer and more culturally diverse elements into the classroom and makes learning more enjoyable. While it improves people's understanding of other cultures, it is also a faster and more economic way to learn about them. The gap between foreign language education in high schools and colleges or universities must be narrowed until it becomes completely bridged; a multicultural approach can do this and more. Knowledge of the French language should not be limited to the "mother nation" only but should include the French Caribbean, French Canada, the Francophone of South-East Asia, French-speaking Europe and Africa, and Louisiana. (VWL)

ED 355 789 FL 021 052

Finamore, Maria Grazia Madonna
Foreign Language Education in the Middle School: A Special Education Teacher's View.

Pub Date—93
Note—12p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p19-29 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Journal Articles (080)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, *Communication (Thought Transfer), Comparative Analysis, Instructional Improvement, Intermediate Grades, Junior High Schools, *Learning Processes, *Middle Schools, Second Language Instruction, *Second Language Learning, *Special Education, Teaching Methods

Because of the emphasis placed on language and the language process by both foreign language and special education, one must examine both the theoretical and the methodological similarities between the two areas. Even though differences between the students should be noted, what really needs to be examined is the learning process itself. This report examines several similarities between foreign languages and special education. Students in both areas have a gap in learning—special education in the total learning experience and foreign language in the acquisition of a second language. Both have individual learning styles that require attention, and both need meaningful activities to aid in the total language learning process. Both need individualization in the program. Both areas are and should be student-centered fields aimed at increasing the ability to use one's communicative skills to the best of one's ability. Although there is a wealth of research on elementary and adult learners and second-language acquisition, there is virtually no research on the middle school population. It is suggested that foreign language education should look to special education as well as other fields in search of similarities aimed at improving the teaching of foreign languages at all levels. (VWL)

ED 355 790 FL 021 053

Wadekind, Almste
German Folk Dances: An Innovative Teaching Tool.

Pub Date—93
Note—6p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p30-34 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Journal Articles (080)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cultural Awareness, *Dance, Elementary Secondary Education, *Folk Culture, *German, Higher Education, Publications, *Second Language Instruction, *Teaching Methods, Videotape Recordings
Identifiers—*Folk Dance

This paper proposes the incorporation of folk dances into the German curriculum on all instructional levels, from kindergarten to college. Learning and performing folk dances provides students not only with cultural information about foreign countries but also with specific structural features of the foreign language. The teacher can select certain dances to teach numbers, prepositions, grammatical cases, imperative forms, etc. Additionally, current publications on the topic of teaching folk dances are evaluated and discussed, including booklets and videos available in the United States. (Author)

ED 355 791 FL 021 054

Kang, Hee-Won
How Can a Mess Be Fine? Polysemy and Reading in a Foreign Language.

Pub Date—93
Note—16p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p35-49 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Journal Articles (080)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—English (Second Language), Learning Activities, Reading Research, *Reading Skills, Second Language Instruction, *Second Language Learning, *Skill Development, Teaching Methods, *Vocabulary Development
Identifiers—*Polysemy

This article discusses polysemy in terms of foreign language reading and vocabulary development. For some foreign language readers, polysemy can be a major source of difficulty in the comprehension of text, even more so than a lack of vocabulary knowledge. Research with non-native readers of English has indicated that even advanced readers, upon encountering words with multiple meanings, may ascribe previously learned meanings to the words even though those meanings are quite incongruent with the context in which the words are found. This often results in strange interpretations that are inconsistent with the rest of the story. Pedagogical implications of polysemy in regards to the interrelationships between reading and vocabulary development are discussed. The strengths and weaknesses of various vocabulary development activities, such as activities to sensitize learners to common concepts underlying different polysemous meanings of a particular word, are outlined. In conclusion, the article stresses the importance of helping the learner learn ways to develop not only a breadth but also a depth of vocabulary knowledge, as well as further development of the learner's cognitive and metacognitive reading skills so that the language learner will be better prepared to deal with the problems of polysemy when reading in a foreign language. (Author)

ED 355 792 FL 021 055

Mayer, Virginia
Interactive Pedagogy in a Literature Based Classroom.

Pub Date—93
Note—9p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p50-57 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Journal Articles (080)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Cooperative Learning, Cultural Context, *Interaction, *Literature Appreciation, *Second Language Instruction, Second Language Learning, Skill Development, *Teaching Methods

Preserving a literary-based curriculum, creating a sensitivity to the literature, and encouraging communicative skills relative to the literature are significant goals in foreign language study. Therefore, a program involving strategic interaction and cooperative learning techniques applied to the study of literature fosters communication and comprehension within a cultural context. Three categories of relative, effective, and practical tools for literary based discourse are discussed in this report: (1) scenarios chosen for enactment (an idea or theme from a portion of the targeted literature with undetermined resolution, juxtaposed role playing and significant debriefing) and situations (the café scene, family dinners, etc., with a beginning, denouement, and predetermined conclusion); (2) serious silliness ('ice-breaker' inter-social devices); and (3) ice-creamers (the class is divided into five groups; the "white hat" group is responsible for the facts and details of the reading; the "red hat" students are concerned with the emotions and feelings offered by the text; those wearing "purple hats" confirm negative dimensions in the passage; "green hats" are challenged to think creatively; and finally, the "blue hats" organize and summarize the thoughts produced by each of the other groups). The implementation and expansion of some already practiced devices offer new possibilities within the literacy framework. (VWL/AA)

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ED 355 793 FL 021 056

Pearlman, Marianne Spencer
Language Telecourses for Adults—Pros and Cons.

Pub Date—93
Note—20p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p58-76 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Journal Articles (080)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Students, Community Colleges, Comparative Analysis, Educational Technology, Language Proficiency, *Second Language Instruction, Second Language Learning, *Telecourses, Two Year Colleges

Identifiers—*Catonsville Community College MD
Telecommunicated learning has been available since the 1930s, with the use of radio for instruction. Research has been conducted on its effectiveness, but little that focuses on the specifics of language learning. In the past two decades, language telecourses have proliferated and are used widely for adult education. This article reports on the experience with language telecourses at Catonsville Community College (Maryland), comparing the success of telecourse students (the number who earn a grade of "C" or better) to that of students in regular courses. More studies need to be conducted on the proficiency of telecourse students versus that of regular students. (Author)

ED 355 794 FL 021 057

Lucietto, Lena L.
Les santons de Provence: Inspiration for an Interdisciplinary Project.

Pub Date—93
Note—15p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p77-90 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Journal Articles (080)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Art, Cultural Awareness, Elementary Secondary Education, *French, *Interdisciplinary Approach, *Realia, Second Language Instruction, Second Language Learning, *Teaching Methods

Identifiers—*Illinois Mathematics and Science Academy

Realia and interdisciplinary approaches help foreign language teachers to provide an active teaching-learning situation for their students and to bring students into direct contact with cultural features of the language that they are studying. This paper reports on an interdisciplinary project conjoining French and art. Under the direction of both the French teacher and the art teacher, students at the Illinois Mathematics and Science Academy (Aurora, Illinois) studied the historical geographical, and cultural features of Provence, and then made their own "santons" of red clay. Italian peddlers first brought the small, brightly colored clay figures to Marseille. Alternatives to working with clay and ideas for sharing the student's experience are presented. Suggestions are offered for adapting the interdisciplinary project to the students of various ages. Teachers of other languages may wish to use the suggestions in their own classrooms. (Author)

ED 355 795 FL 021 058

Klein, Carol Eberle

More Than a Required Skill in Today's Curriculum: Critical Thinking and Collaborative Learning in Foreign Languages.

Pub Date—93

Note—7p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p91-96 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Information Analyses (070)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cooperative Learning, *Critical Thinking, Curriculum Design, Higher Education, *Second Language Instruction, Second Language Learning

Through the process of critical thinking and in a collaborative learning environment, foreign language instruction can be more than a required skill; it is an integral part of a liberal education. Critical thinking is part of the basic process of learning, not a higher order of thinking to be saved for advanced courses. Students thinking in foreign language and literature courses gain ownership of their learning as they dare to take risks and imagine beyond the confines of rote memory. Collaborative learning is an ideal setting for students to be able to share their discoveries and test their grasp of information among their peers. Overly ambitious textbooks, inexperienced instructors, strict disciplinary boundaries, prevocational curricula, and administrator's demands for accountability are some of the factors that contribute to foreign languages' low priority on college campuses. Our task is to devise ways to challenge students' old modes of thinking while simultaneously providing structures and support for the development of new ones. Even in elementary foreign language courses, students can be encouraged to think, e.g., to compare and contrast, give opinions, discover patterns, imagine, guess, evaluate given information to make and justify predictions, and reconstruct in their own words. In this way, students feel intellectually challenged and view the course as a worthwhile academic endeavor. (Author)

ED 355 796

FL 021 059

Falloni, Judith Weaver

Music as Means To Enhance Cultural Awareness and Literacy in the Foreign Language Classroom.

Pub Date—93

Note—13p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p97-108 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Communication Skills, *Cultural Awareness, Language Skills, Language Variation, *Music, Music Activities, *Second Language Instruction, Second Language Learning, Skill Development

The use of music in the foreign language classroom offers a unique approach to enhance students' awareness of another culture, and also can aid in the practice of communication skills. Music provides an interesting mirror of the history, literature, and culture of a country, that can be seen in song texts and in musical style. Musical styles and textual themes, along with pronunciation variations and dialects among countries speaking the same language, allow an opportunity for students to glimpse other societies representative of the target language. In addition, music texts offer a unique means of reinforcing speaking, listening, reading, and writing skills through specially designed activities. Suitable music choices range from classical art music to popular contemporary music of all styles, and include traditional folk and children's songs. Music may be a powerful motivator in the classroom due to American students' general interest in music. The use of music in the classroom is also justified by Gardner's educational theory of multiple intelligences, which implies that a person's intelligence in music can be utilized to achieve skills in non-musical areas such as foreign languages. (Author)

ED 355 797

FL 021 060

Lang, John

Near Immersion Results in One-Third of the Time.

Pub Date—93

Note—27p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p109-127 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Journal Articles (080)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, *French, *Immersion Programs, Language Proficiency, Oral Language, *Program Descriptions, Second Language Instruction, Second Language Learning

Identifiers—French Language (Schools), *New Brunswick
In parts of rural New Brunswick (Canada) a milder form of French immersion instruction was developed in the late 1970s. It is called "Extended Core French" or "Single Subject Immersion, grades 7-12." Twenty to 30 percent of students in these programs can reach the oral proficiency level achieved by Early Immersion Students. This paper is an attempt to show that a form of partial French second-language immersion has developed favorable results compared to Early French Immersion. In addition, the paper suggests that the partial immersion model holds some promise for American foreign language and international education. (VWL)

ED 355 798

FL 021 061

Hekmatpanah, Lyla

Opera and Art in the French Foreign Language Classroom.

Pub Date—93

Note—7p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p136-141 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Art, *Classroom Techniques, *Cultural Awareness, *French, Grammar, Higher Education, High Schools, *Opera, *Second Language Instruction, Second Language Learning

It has previously been shown that an opera can successfully be integrated into a high school or college language class. It is suggested that an entire semester could be devoted to just French operas and French art, using corresponding literary texts for comparative purposes. Grammar points are included as needed; conversation about the stories bring in cultural material about the mores of the period. The operas suggested for a semester class are: "La Voix humaine," "L'Heure espagnole," "Peleas et Melisande," "Louise," "Les Contes d'Hoffman," and "Manon." (Author/VWL)

ED 355 799

FL 021 062

Dominguez, Muriel Farley

Strategies for Producing a Video-Letter in the Foreign Language Classroom.

Pub Date—93

Note—8p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p109-148 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, *French, Higher Education, *Letters (Correspondence), *Second Language Instruction, *Teaching Methods, *Videotape Recordings, Workshops

Identifiers—France, *Video Technology

This report discusses the video-letter and defines it as a message transmitted via the video from one party to another in order to convey visually the immediate linguistic and cultural presence of the transmitter to the receiver. The idea for producing the video-letter arose out of a workshop on video correspondence conducted in France under the auspices of the French Government and the American Association of Teachers of French. During the course of that workshop, 15 American teachers and administrators spent 1 week discussing the pedagogical rationale for producing the video-letter. In the fall of 1990, the Intermediate French class of Marymount University, Arlington (Virginia), produced a video-letter addressing a French class from Australia with a similar student population. The video-letter production was structured in such a way that students who performed actively before the camera had an opportunity to use many of the language skills they had studied previously in class. The problems of a video-letter production in the classroom are clear. First, it is difficult to evaluate the performance of students who participate in this kind of video activity. Furthermore, it is a very time-consuming project. Yet, for the class at Marymount

University, the video-letter production was mainly a positive experience: (1) the Marymount class developed a real "esprit de corps" while working on the language skills project; (2) students prepared their "exposés" better than they had in the past because they knew these projects would be taped and that students from Australia would be viewing the tape; and (3) each student did improve certain oral skills. The video camera is both an eye and an ear which, when used intelligently and with imagination, can be a valuable vehicle for stimulating and improving the communication skills of foreign language students. (VWL)

ED 355 800

FL 021 063

Mann, Jesse Thomas

The Language of Language: An Interdisciplinary Approach To Language Learning.

Pub Date—93

Note—7p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p149-154 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Course Descriptions, Cultural Awareness, Higher Education, *Interdisciplinary Approach, Majors (Students), *Program Descriptions, Second Language Instruction, *Second Language Learning

Identifiers—*Westminster College PA

The study of language in general and the study of foreign languages in particular have attracted new interest in academic circles during the past decade. The concepts of the "global village" and "cultural diversity" have become commonplace in the jargon of the 1990s. The development of two new courses at Westminster College (Pennsylvania) have been an attempt to address some of these concerns. The "World of Language" course discussed in this study aimed to provide concrete and theoretical approaches to the study of language in order to enhance the undergraduate language experience and to give a context to the language students' exploration that linked the course material in a direct fashion either to an area of professional interest or to their major field of study. Outside lectures included: (1) biology—language and the brain; (2) sociology—symbolic interactionism; (3) religion—language and metaphor; (4) philosophy—language and meaning; (5) psychology—animal communication; (6) mathematics—artificial intelligence. Residual effects of this course are meant not only to begin an exploration of the language major but to lead students to an understanding of self; help them piece together some of the different components of their general education curriculum; and relate their liberal studies courses to their major. In other words to query: what kinds of questions might physics ask about language? (VWL/AA)

ED 355 801

FL 021 064

Corrador, Eva L.

Towards Teaching French Civilization in Context: A Technology-Aided Approach.

Pub Date—93

Note—13p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p155-166 Spr 1993

Pub Type—Speeches/Meeting Papers (150)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cultural Education, *Educational Technology, *French, Higher Education, *Teaching Methods

Identifiers—*French Civilization, Naval Academy MD

The purpose of this study is to demonstrate how technology, enhanced by the experience and supportive presence of the teacher, can be used toward teaching French civilization within its context. Information is being provided on the philosophical inspiration, and the format, textbooks, basic hardware, software, special programs, services, and materials recommended for French civilization courses. The focus of this paper is on organizational strategies, topical files, timing for maximum input, pre- and post-viewing or listening treatment of materials. A few examples give details on the use of technology in the teaching of specific topics. The conclusion contains a list of benefits, limitations, and recommendations with regard to such technology-aided cultural teaching/learning projects. (Author)

ED 355 802 FL 021 065

Kaplan, Marsha A. Knutson, Elizabeth
Where Is the Text? Discourse Competence and the Foreign Language Textbook.

Pub Date—93

Note—11p; For serial issue in which this paper appears, see FL 021 050.

Journal Cit—Mid-Atlantic Journal of Foreign Language Pedagogy; v1 p167-176 Spr 1993

Pub Type—Speeches/Meeting Papers (150) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communicative Competence (Languages), *French, Grammar, Higher Education, Language Usage, Rhetoric, *Second Language Instruction, Structural Analysis (Linguistics), Surveys, *Textbooks

Increasingly, foreign language textbooks have espoused a pragmatic approach to the teaching of language, underscoring the value of communicative competence, functional language use, and conversational effectiveness, while at the same time retaining to some degree the more traditional goals of structural analysis and "knowledge about" language and culture(s). However, the notion of discourse competence, defined here as the ability to understand and produce connected, coherent speech in conversation, has remained relatively neglected by materials writers. The purpose of this paper is to determine to what extent grammatical and rhetorical discourse phenomena are addressed in recent French textbooks that espouse communicative or proficiency approaches. In a small-scale survey of eight widely used elementary and intermediate French textbooks, claims and assumptions about discourse that are reflected in grammar explanation, oral exercises, and samples of text are analyzed. (Author/VWL)

ED 355 803 FL 021 067

Hancin-Bhatt, Barbara Nags, William
Bilingual Students' Developing Understanding of Morphologically Complex Cognates. Technical Report No. 567.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—Melody S. Robidoux Foundation, Tucson, AZ.

Pub Date—Feb 93

Note—41p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Bilingual Students, Difficulty Level, Elementary School Students, Elementary Secondary Education, English (Second Language), Grade 4, Grade 6, Grade 8, Hispanic Americans, *Interlanguage, *Language Processing, Language Research, *Morphology (Languages), Secondary School Students, Second Language Learning, *Second Languages, Spanish, Transfer of Training, Vocabulary Development, *Word Recognition

Identifiers—*Cognates, Hispanic Americans Students, Latinos

This study investigates the development of two levels of morphological knowledge that contribute to Spanish-English bilingual students' ability to recognize cognates: the ability to recognize a cognate stem within a suffixed English word, and knowledge of systematic relationships between Spanish and English suffixes (e.g., the fact that English words ending in "-ty" often have a Spanish cognate ending in "-dad"). A total of 196 Latino bilingual students in fourth, sixth, and eighth grades, were asked to give the Spanish equivalent for English words, some of which had derivational and inflectional suffixes. Results indicate that students' ability to translate cognates increases with age above and beyond any increase in their vocabulary knowledge in Spanish and English. There was also marked growth in students' knowledge of systematic relationships between Spanish and English suffixes. Students recognized cognate stems of suffixed words more easily than non-cognate stems, suggesting that in closely-related languages such as Spanish and English, cross-language transfer may play a role not just in recognizing individual words but also in the learning of derivational morphology. (Author)

ED 355 804 FL 021 068

Draper, Jamie B.
Foreign Language Assistance Act Summary Report. National Foreign Language Center Working Papers.

Johns Hopkins Univ., Washington, DC. National Foreign Language Center.

Pub Date—Feb 93

Note—36p.

Available from—National Foreign Language Center at the Johns Hopkins University, 1619 Massachusetts Avenue, N.W., Suite 400, Washington, DC 20036 (\$3 prepaid).

Pub Type—Reports - Research (143) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Policy, Elementary Secondary Education, Federal Aid, *Federal Legislation, Policy Formation, *Second Language Instruction, *Second Language Programs, *State-wide Planning

Identifiers—*Hawkins Stafford Act 1988

This report is a summary of the Foreign Language Assistance Act. The Act, enacted as part of the Augustus Hawkins-Robert Stafford Elementary and Secondary Education Improvement Act of 1988 (PL100-297), provides formula grants to state education agencies for the creation of model elementary and secondary foreign language education programs in local school districts. It also provides an opportunity for an examination of federal foreign language policy from inception to implementation. This report summarizes the following: legislative history, funding, administration, and implementation of the Act, and individual state plans for foreign language programs. A contact person for each state is provided. (VWL)

ED 355 805 FL 021 069

Lambert, Richard D.
Foreign Language Planning in the United States. NFLC Occasional Papers.

Johns Hopkins Univ., Washington, DC. National Foreign Language Center.

Pub Date—92

Note—24p.

Available from—National Foreign Language Center, Johns Hopkins University, 1619 Massachusetts Avenue, N.W., Washington, DC 20036 (\$5 prepaid).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), Elementary Secondary Education, Federal Legislation, Government Role, Higher Education, *Language Enrollment, *Language Planning, *Language Role, Language Tests, Policy Formation, *Public Policy, Second Language Instruction, *Second Languages, Testing, Time Factors (Learning), *Uncommonly Taught Languages

Identifiers—*Higher Education Act Title VI

A discussion of national language policy and planning in the United States begins with a brief examination of the de facto policy currently at work and lack of government initiative in establishing and meeting priorities in language education. It then focuses on three policy issues currently facing the American foreign language teaching system. The first is the choice of which languages to offer, including specific concerns about introduction of less commonly taught languages and the federal government's strategy for investing in language education through legislation such as Title VI of the Higher Education Act. The second issue is the amount of language training needed and articulation among levels of instruction. This broad issue includes increasing the number of individuals exposed to language training, the length of training they receive, and transitions between stages of training, especially elementary-to-secondary and secondary-to-higher education. The third issue discussed is the need for consistent measures to assess student progress, provide information to improve instruction, and certify achievement and competency. Policy initiatives for each issue are examined. (MSE)

ED 355 806 FL 021 071

The Journal of the Society for Accelerative Learning and Teaching, 1992.

Society for Accelerative Learning and Teaching, Inc.

Report No.—ISSN-0273-2459

Pub Date—92

Note—302p; For the 1990 and 1991 journals, see ED 347 789 and ED 345 584.

Available from—SALT Journal, Accelerated Learning Systems, 3028 Emerson Ave., So., Minneapolis, MN 55408 (\$30 annual subscription).

Journal Cit—Journal of the Society for Accelerative Learning and Teaching; v17 n1-4 Spr-Win 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Academic Achievement, *Accelerative

tion (Education), Achievement Gains, *Anxiety, *Brain Hemisphere Functions, *Counseling Techniques, Creativity, Educational History, Elementary Secondary Education, Foreign Countries, Intelligence, Learning Disabilities, Mathematics Instruction, Memory, Neurological Organization, Reading Instruction, Relaxation Training, Science Education, Speed Reading, Student Interests, *Suggestopedia, Test Anxiety, Writing Instruction

This document consists of the two issues (1/2 and 3/4) of the Journal of the Society for Accelerative Learning and Teaching published during 1992. Articles in these issues include: "Hemispheric Preference, Intelligence and Creative Interests" (John W. Zimmer, David Guip, Dean L. Meinke, Dennis J. Hocevar); "Reading Test Anxiety with the Swish" (Harry E. Stanton); "The Evolution of Accelerative Learning from Lozanov to the Present" (Uschi Felix); "Relaxation Training Effects on Anxiety and Academic Performance" (Pedro R. Portes, Susan M. Best, Daya Sandhu, Tito Cuentas); "Improving Science Education: An Integrative Approach" (Joseph Jesunathadas); "Reading and Learning Disabled Students Improve Reading and Math through Videoed Analytical Training" (Jan Erland); "Suggestopedia's Evolution in the West and in the East" (Galina Kitaigorodskaya); "Description of Five Counseling Cases with Lozanov's Memory Technique" (Johnny M. Young, Daya S. Sandhu); "Using the Right Brain To Teach Writing" (Richard Jewell); and "Speed Reading Improves SALT Achievement Much More" (Hideo Seki). (MSE)

ED 355 807 FL 021 072

Basabas-Ikeguchi, Cecilia
Analysis of Reading and Listening Comprehension Skills in Different Language Environments.

Pub Date—88

Note—32p; Master's Thesis, Dokkyo University (Japan).

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cloze Procedure, Comparative Analysis, *English (Second Language), Foreign Countries, High Schools, High School Students, *Language Proficiency, Language Tests, *Linguistic Theory, *Listening Comprehension, *Reading Comprehension, Second Language Learning

Identifiers—Unitary Theory

The unitary competence theory claims the existence of a general language proficiency that makes the global evaluation of language skills possible and accounts for the high correlations between language tests of whatever form and modality. This study aims to test the theory by investigating the correlation between reading and listening comprehension of students under different linguistic environments. The cloze method was used to measure the reading comprehension of students in a second and foreign language setting, as well as to predict the degree of development of these language skills. The study also investigated whether differences in exposure to English as a Second Language (ESL) and English as a Foreign Language (EFL) yield differences in the degree of development of the language skills, and prove which of the two kinds of exposures leads to greater or lesser skills differentiation. The low correlation between the test results leads to a question of the unitary competence theory. The results suggest that the cloze system may be a predictor of the differentiated degree of language skills development. Of the two groups taken as samples, the performance of the ESL students in the tests reveal that there is greater tendency for the listening skills to be specialized more than reading comprehension, or vice versa, while exposure to EFL may lead to less differentiation. Contains 37 references. (Author/LB)

ED 355 808 FL 021 073

Cyr, Danielle
The Emergence of a Definite Article in Montanais? The Truth of the Linguists vs. the Trust of the Natives.

Pub Date—[93]

Note—9p; Paper presented at the Annual Meeting of the Linguistic Society of America (1992).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Canada Natives, Cree, *Determiners (Languages), Diachronic Linguistics, Foreign Countries, Grammar, *Language Patterns, *Linguistic Theory, *Native Speakers,

Uncommonly Taught Languages Identifiers—Canada, *Montagnais (Cree)

A study investigated the existence of a definite article in Montagnais, an Algonquian language spoken by about 6,000 Canada natives. The language has not yet been totally described, and teachers, who must create their own instructional materials for Montagnais language instruction, are unsure as to whether to teach their own usage or what they are told by linguists. No description of a definite article system has ever been included in the language's grammar. However, analysis of Montagnais now suggests that it does have such a form, and that it differs enough from French not to have been borrowed from it. Comparison of frequency of usage of the definite article and demonstratives in this and other languages support this hypothesis. Others argue that because the definite article is much more frequent in the speech and writing of younger people, it is just emerging. This perspective is supported by an analysis of pupils' retelling, in writing, of an elder's story but not by frequency data from the spontaneous speech of elderly Montagnais monolinguals. It is concluded that the explicit grammar reflects more the incomplete construct of linguists than the real usage of the language. (MSE)

ED 355 809 FL 021 074
Huntley, Helen S.

Feedback Strategies in Intermediate and Advanced Second Language Composition. A Discussion of the Effects of Error Correction, Peer Review, and Student-Teacher Conferences on Student Writing and Performance.

Pub Date—92
Note—18p.
Pub Type—Opinion Papers (120) — Information
Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English (Second Language), *Error
Correction, *Feedback, *Peer Evaluation, Second
Language Instruction, Second Language Learning,
*Teacher Student Relationship, Teaching
Methods, *Writing (Composition)
Identifiers—*Teacher Student Conferences

In teaching second language composition, responding to and commenting on student writing consumes the largest portion of a teacher's time. The small amount of research that has been conducted on second-language composition has produced results that seem to call into question the whole spectrum of feedback, commenting on student writing and pointing out errors, which is the method most widely used for responding to student writing. A closer look at the research conducted into the feedback given to intermediate and advanced students in English-as-a-Second-Language (ESL) and second-language composition is presented to shed some light on the relationship between teacher's feedback strategies and their effects on student writing and performance. An examination of peer review and teacher conferences is discussed to call attention to possible alternatives or additions to the teacher's repertoire of feedback techniques. It is suggested that an inspection of the feedback strategies currently in use may indicate important ramifications for the whole field of second-language composition methodology. Although most of the research cited in this paper pertains to ESL composition, much of it will be relevant to the broader field of any second-language writing context. (VWL)

ED 355 810 FL 021 075
Ekins, Judith M.

Study Approaches of Distance Learning Students, Studying in a Second Language.

Pub Date—92
Note—12p.; Paper presented at an International
Conference for Distance Education (Thailand,
1992).

Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Students, *Distance Education,
*English (Second Language), Foreign
Countries, Higher Education, Language Proficiency,
*Study Habits, *Study Skills, Surveys,
Translation, Undergraduate Students

Identifiers—*Hong Kong, Study Process Questionnaire (Biggs)

A study investigated the study strategies used by 450 native Cantonese-speaking distance education students in Hong Kong/Macau studying in English, and the correlation between language skill levels and study approaches used. Students were surveyed

concerning study motives and strategies, demographic information, language use patterns, and self-reported command of English, in terms of both educational experience and skills for using various study methods. All participants used Cantonese at home but English at school. Most felt their English was insufficient or barely sufficient for many study activities (writing essays, tutorial discussion, telephone discussions with tutors). Older students and those with higher qualifications rated their skills higher. Overall, results indicate that command of English is related to the study approaches and skills likely to lead to academic success and persistence. Additional study skill instruction for students studying in a second language is recommended. Some examples of this approach are described. (MSE)

ED 355 811 FL 021 077
Cajkler, Wasyl Addelman, Ron

The Practice of Foreign Language Teaching.

Report No.—ISBN-1-85346-205-5
Pub Date—92
Note—175p.
Available from—David Fulton Publishers, c/o Taylor and Francis, Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007 (\$29.95).

Pub Type—Guides - General (050) — Books (010)
Document Not Available from EDRS.

Descriptors—*Classroom Communication, Classroom Techniques, Curriculum Design, Elementary Secondary Education, Foreign Countries, Grammar, *Language Role, *Language Teachers, Modern Languages, Recordkeeping, *Second Language Instruction, *Second Languages, Student Evaluation, Student Records, Teacher Expectations of Students, *Teacher Student Relationship, Teaching Methods, Vocabulary Development

Identifiers—*United Kingdom

This book on aspects of modern foreign language teaching is written for trainee, new, and experienced teachers of students aged 11-16 and is intended as a practical source of information. The discussion of specific teaching issues includes implications for classroom practice. While not directly addressing Britain's new National Curriculum, it does keep the demands of the curriculum in mind. The first section discusses the relationship between teacher and pupil (learner attitudes and motivation, teacher behavior in the classroom, pupil-peer relationships, variation in ability, learner perceptions, children who are not easily noticed in the classroom, and audiences for which pupils can display their language abilities); and the teacher's role (relationships in the classroom, classroom control and organization, and body language). The second section outlines 3 stages in foreign language teaching (presentation, practice, communication), discusses classroom management of learning processes, and offers ways to introduce and reinforce specific learning strategies. Section 3 focuses on the target language, including classroom use (error correction, difficulty level, consistency, and maximizing use), techniques and principles for teaching and learning grammar, and approaches to vocabulary development. Section 4 looks at issues in assessing and recording student achievement. A concluding section addresses teacher expectations. A bibliography is included. (MSE)

ED 355 812 FL 021 078
Gerber, Adele

Language-Related Learning Disabilities: Their Nature and Treatment.

Report No.—ISBN-1-55766-053-0
Pub Date—93
Note—460p.
Available from—Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624 (\$46).

Pub Type—Guides - General (050) — Books (010)
Document Not Available from EDRS.

Descriptors—Academic Achievement, Classroom Communication, Elementary Secondary Education, Interdisciplinary Approach, *Language Acquisition, *Language Handicaps, *Language Processing, *Language Role, *Learning Disabilities, Neurolinguistics, Special Education

This book is intended for graduate students and practitioners serving the needs of individuals with language-related learning disabilities in regular education, special education, and speech-language pathology. Some chapters are contributed by other authors. An introductory chapter chronicles historical trends in understanding and addressing learning

disabilities and language disabilities. Next, a group of chapters outline current knowledge about normal processes related to language and learning: the nature of language and its acquisition (by Diana Kaufman), and cognition and information processing, language and discourse processing, and the language of the classroom (by Betty H. Bunce). Another section looks at the nature of learning disability, including neuropsychological correlates, linguistic correlates, and cognitive and psychological correlates. The final section contains chapters on service delivery to students with language-related learning disabilities. Topics addressed here include assessment of disabilities in school-aged children (by Jack S. Damico and Charlann S. Simon), interdisciplinary language intervention in education, and the use of intervention to prevent or reverse the failure cycle. An extensive bibliography and index are also included. (MSE)

ED 355 813 FL 021 079
Holt, Daniel D., Ed.

Cooperative Learning: A Response to Linguistic and Cultural Diversity. Language in Education: Theory and Practice 81.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937354-81-3
Pub Date—93

Contract—R188062010

Note—201p.

Available from—Delta Systems, Inc., 1400 Miller Parkway, McHenry, IL 60050-7030 (\$18.95, plus 10% for shipping and handling and \$1.50 for orders under \$20).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Classroom Techniques, *Cooperative Learning, *Cultural Pluralism, *Curriculum Design, Educational Strategies, Elementary Secondary Education, *English (Second Language), History, Language Arts, Language Role, Multicultural Education, Second Language Learning, Social Studies

Identifiers—*Content Area Teaching

Essays on cooperative learning focus on the use of this strategy to address the special needs of linguistically and culturally diverse student groups in elementary and secondary education. The volume contains several essays on theory, principles, and techniques of cooperative learning and a series of model instructional units for a variety of grade levels and subject areas. These include: "Cooperative Learning for Students from Diverse Language Backgrounds: An Introduction" (Daniel D. Holt); "The Structural Approach to Cooperative Learning" (Spencer Kagan); "Cooperative Learning and Second Language Acquisition" (Mary McGroarty); "Principles of Cooperative Learning for Language and Content Gains" (Spencer Kagan, Mary McGroarty); "Using Cooperative Learning at the Elementary Level" (Corine Madrid); "Using Cooperative Learning at the Secondary Level" (Barbara Chips); "Model Unit for K-1 Language Arts/Social Studies" (Carole Cooper, Angie Gilligan); "Model Unit for Grades 2-3 Language Arts" (Sue Heredia-Arriaga, Sue Gonzales); "Model Unit for Grade 4 Social Studies" (Sue Heredia-Arriaga, Mary Alvarez-Greenson); "Model Unit for Secondary Level Intermediate ESL" (Carole Cromwell, Linda Sasser); and "Model Unit for Grade 10 History/Social Science" (Daniel D. Holt, Diane Wallace). A "Coaching Instrument for Cooperative Learning" principles, is appended. (Contains 133 references.) (MSE)

ED 355 814 FL 021 080
Richard-Amato, Patricia A., Comp. Snow, Margaret Ann

The Multicultural Classroom: Readings for Content-Area Teachers.

Report No.—ISBN-0-8013-0511-X
Pub Date—92

Note—423p.

Available from—Longman Inc., 95 Church St., White Plains, NY 10601-1505.

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020) — Books (010)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Art Education, Bilingualism, Business Education, *Classroom Environment, Classroom Techniques,

Cooperative Learning, *Cultural Pluralism, Elementary Secondary Education, *English (Second Language), Instructional Materials, Language Proficiency, *Language Role, Literature Appreciation, Mathematics Instruction, *Multicultural Education, Music Education, Peer Teaching, Physical Education, Reading Instruction, Science Instruction, Second Language Learning, Social Studies, Student Evaluation, Writing Instruction Identifiers—*Content Area Teaching

Readings in part 1 include the following: "Language Minority Students in Multicultural Classrooms" (D. Brinton and others); "Language Proficiency, Bilingualism, and Academic Achievement" (J. Cummins); "A Conceptual Framework for the Integration of Language and Content Instruction" (M. A. Snow and others); "The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream" (A. U. Chamot, J. M. O'Malley); and "Cooperative Learning: The Benefits for Content-Area Teaching" (M. McGroarty). Part 2 focuses on cultural considerations: "Sociocultural Factors in Teaching Language Minority Students" (H. D. Brown); "The Stages of Ethnicity" (J. A. Banks); "Sociocultural Contexts of Language Development: Implications for the Classroom" (S. B. Heath); "Providing Culturally Sensitive Feedback" (R. Scarella). The third part discusses instructional practices and materials in the classroom: "Strategies for Content-Area Teachers" (P. A. Richard-Amato, M. A. Snow); "Adapting Materials and Developing Lesson Plans" (D. J. Short); "Facilitating the Reading Process" (G. Cantoni-Harvey); "Coaching the Developing Second-Language Writer" (F. Freitzman); "Helping Students Write for an Academic Audience" (J. M. Reid); "Conducting Verbal Reviews" (C. Simich-Dudgeon and others); "The Physical Environment" (D. S. Enright, M. L. McCloskey); "What Are We Really Testing?" (B. A. Mohan); and "Peer Teachers: The Neglected Resource" (P. A. Richard-Amato). Part 4 relates strategies and issues to specific content areas: "Social Studies Instruction" (M. King and others); "Teaching Literature to Language Minority Children" (L. Sasser); "Discovery Science and Language Development" (J. H. Rupp); "Integrating Mathematics and Language Learning" (T. C. Dale, G. J. Cuevas); "Multicultural Art Projects" (J. M. Schuman); "Using Low Organized Games in Multicultural Physical Education" (M. Torbert, L. B. Schneider); "Music as Multicultural Education" (J. P. B. Dobbs); and "Serving Language Minority Students in Business Education" (J. E. Friedenberg). Ending each chapter are questions and activities suitable for individual reflection and work or for whole-class or small-group work in teacher-training programs. (MSE)

ED 355 815 FL 021 081

Richard-Amato, Patricia A.

Making It Happen: Interaction in the Second Language Classroom, From Theory to Practice.

Report No.—ISBN-0-8013-0027-4

Pub Date—88

Note—445p.

Available from—Longman Inc., 95 Church St., White Plains, NY 10601-1505.

Pub Type—Guides—Classroom—Teacher (052)—Books (010)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Anxiety, Bilingualism, *Class Activities, *Classroom Communication, *Classroom Environment, Classroom Techniques, Communicative Competence (Languages), Computer Assisted Instruction, Dramatics, Educational Strategies, English (Second Language), Games, Grammar, *Instructional Materials, *Interaction, Language Proficiency, Media Selection, Music Activities, Notional Functional Syllabi, Role Playing, Second Language Instruction, Second Language Learning, Story Telling, Student Attitudes, Student Role, Teacher Role, Teacher Student Relationship, Teaching Methods, Textbooks

Identifiers—Content Area Teaching, Natural Language, Placement Tests, Total Physical Response

A discussion linking theory and practice in second language instruction focuses on ways of providing opportunities for meaningful interaction in language classrooms. The first part lays a theoretical foundation, looking at the variety and evolution of instructional approaches from grammar-based to communicative; the classroom as environment for language acquisition; principles of the interactive approach; the episode hypothesis of learning and selection of appropriate materials; and the role of

the affective domain. Part 2 explores a variety of classroom teaching methods and activities, including: Total Physical Response and the role of the audio-motor unit of commands; the natural language approach and its extensions; use of jazz chants, music, and poetry; storytelling, role play, and drama; games; and affective activities. Part 3 addresses practical issues of classroom management, instructional materials, placement tests, and instruction linking content areas and language learning. The fourth part contains descriptions of existing English-as-a-Second-Language and foreign language programs, and the fifth part presents related readings on how language is shaped, the notional syllabus, communicative methodology, second language acquisition theories, providing input for acquisition, the learning-development relationship, personality factors, testing approaches, and language proficiency, bilingualism, and academic achievement. A substantial bibliography and index are included. (MSE)

ED 355 816 FL 021 084

Cook, Barbara Urzua, Carole

The Literacy Club: A Cross-Age Tutoring/Pairing Reading Program. NCBE program Information Guide Series 13.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Report No.—ED/OBEMLA-93-3

Pub Date—93

Contract—T292008001

Note—23p.

Available from—NCBE Orders, 1118 22nd Street, N.W., Washington, DC 20037 (\$3.50).

Pub Type—Reports—Descriptive (141)—Guides—General (050)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Class Activities, *Cross Age Teaching, Elementary Education, Elementary School Students, *English (Second Language), *Literacy, Models, Program Descriptions, Program Implementation, *Reading Programs, Second Language Learning, Teaching Methods, *Tutoring

The literacy club described is a model cross-aged, paired reading program that is being successfully used in an elementary school in Redwood City, California to teach literacy skills to non-native speakers of English. The literacy club pairs older students—rapid readers—with younger students—"little readers"—in a yearlong reading experience that is managed by the teachers from both classes. As mentors, the rapid readers develop their literacy, reading, and social skills by helping little readers learn to read. This guide outlines the day-to-day activities students engage in as part of the program at the elementary school level and provides invaluable insights into the students' development and to the implementation of the literacy club program. A step-by-step checklist for replicating the literacy club model program at other schools and grade levels is provided. (VWL)

ED 355 817 FL 021 085

Blau, Allan J.

An Inservice Training Program for Classroom Teachers to Help School Age Non-English Speaking Students Develop Language Skills.

Pub Date—93

Note—90p.; Ed.D. Practicum Report, Nova University.

Pub Type—Dissertations/Theses—Doctoral Dissertations (041)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Acculturation, Classroom Environment, Cultural Differences, Elementary Education, Elementary School Teachers, *Inservice Teacher Education, *Language Skills, *Language Teachers, *Non English Speaking, Private Schools, Questionnaires, Second Language Learning, Skill Development, *Student Attitudes, *Teacher Attitudes

This practicum was designed to develop an inservice training program for classroom teachers to help them better meet the needs of non-English speaking students, and to help the non-English speaking students acclimate and socialize with other students and to better deal with the problems of a culturally diverse, if not economically diverse population. A series of six inservice lessons have been developed that were administered to private school teachers, grades 3-8. Questionnaires were administered before and after implementation of the program. The

questionnaires measured teacher attitudes toward non-English speaking students in their classroom, and the attitudes of the non-English speaking students to classroom learning. An analysis of questionnaire results indicated that both teacher and student attitudes changed as a result of the program, and that there was an increase in the level of academic achievement of the non-English speaking students. (VWL)

ED 355 818 FL 021 086

Villarreal, Linda

Intercultural Orientation Activities for International ESL Students: 50 Module Lessons. Douglas Coll., New Westminster (British Columbia), Centre for International Education.

Pub Date—89

Note—78p.; Contributor: Linda Ironside.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—College Students, *Cultural Awareness, *English (Second Language), Foreign Countries, *Foreign Students, Higher Education, *Language Proficiency, *Learning Activities, *Learning Modules, Oral Language, Second Language Instruction, Second Language Learning

Fifty modules are presented for increasing the cultural and linguistic fluency of English-as-a-Second-Language (ESL) students by integrating cultural awareness activities with language practice. The modules are intended for international students at an intermediate language level; they can, however, be used or adapted for beginning or advanced international students. The modules are based on two assumptions: (1) ESL students need to learn about the culture in which they are living; (2) language learning best occurs in meaningful contexts. Because cultural knowledge is needed information for ESL students as well as the context for establishing meaning in language usage, it is the primary focus of the language lesson. The lessons are divided into two broad categories: educational (Douglas College, educational preparation) and social (host family, social adaptation). The individual modules are one-page interactive lessons that combine cultural awareness activities with predominantly oral language practice. The format is standardized, usually consisting of opening questions to introduce students to the topic; directions for completing the main activity; the main activity; which is intended to develop students' cultural awareness; and follow-up activities for students to apply the new knowledge. (VWL)

ED 355 819 FL 021 087

Lo Bianco, Joseph

The National Policy on Languages, December 1987-March 1990. Report to the Minister for Employment, Education and Training.

Australian Advisory Council on Languages and Multicultural Education, Canberra.

Pub Date—May 90

Note—152p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Advisory Committees, Agency Role, *Educational Policy, English (Second Language), Foreign Countries, *Indigenous Populations, *Language Role, *National Programs, Program Evaluation, Program Implementation, *Public Policy, *Second Languages

Identifiers—*Australia

The report provides a detailed overview of implementation of the first stage of Australia's National Policy on Languages (NPL), evaluates the effectiveness of NPL programs, presents a case for NPL extension to a second term, and identifies directions and priorities for NPL program activity until the end of 1994-95. It is argued that the NPL is an essential element in the Australian government's commitment to economic growth, social justice, quality of life, and a constructive international role. Four principles frame the policy: English for all residents; support for Aboriginal and indigenous languages; a language other than English for all; and equitable and widespread language services. The report presents background information on development of the NPL, describes component programs, outlines the role of the Australian Advisory Council on Languages and Multicultural Education (AACLAME) in this and other areas of effort, reviews and evaluates NPL programs, and discusses directions and priorities for the future, including recommendations for development in each of the four principle areas. Additional notes on funding and activities of component programs and AACLAME

and responses by state and commonwealth agencies with an interest in language policy issues to the report's recommendations are appended. (MSE)

ED 355 820 FL 021 088

Languages and Language Policy in Ireland.
Linguistics Inst. of Ireland, Dublin.

Report No.—ISSN-0332-0294

Pub Date—90

Note—45p

Journal Cit.—Teangeolas; n27 Sum 1990

Language—English; Irish

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Policy, *Elementary

Secondary Education, *English (Second Language),

Foreign Countries, *Language Role, Policy

Formation, Professional Associations, *Public

Policy, Russian, Second Language Instruction,

*Second Languages

Identifiers—*Ireland, Linguistics Institute of Ireland,

*Northern Ireland

This special member of the Journal Teangeolas is devoted to the theme of languages and language policy in Ireland. It contains the following articles:

"English as a Foreign Language - Preparing for

1992" (Tom Doyle); "A Language Policy for Irish

Schools" (Helen O'Murchu); "Don't Disturb the

Ancestors" (R. L. Davis); "Towards a National

Language Policy: The Case for Russian" (S. Smyth,

P. J. O'Meara); "Language Policy in Northern Ireland"

(Rosaleen M. O. Fritchard); and "Formulating

a National Language Policy in the Emerging

European Context: Some Preliminary Consider-

ations" (Padraig O Riagain, Michael O'Giassain).

Notes on association and staff activities of the Lin-

guistics Institute of Ireland, publications, and

professional meetings and conferences, in English or

English and Irish, are also included. (MSE)

ED 355 821 FL 021 090

Ocarson, Kristen L.

Haitian Folktales as a Literary Strategy for Ele-

mentary Haitian ESOL Students.

Pub Date—Dec 92

Note—60p; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Pa-

pers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, Classroom

Techniques, Critical Thinking, Elementary

School Students, *English (Second Language),

*Folk Culture, Grade 4, Grade 5, *Haitians, In-

structional Effectiveness, Intermediate Grades,

*Literacy Education, *Reading Skills, Second

Language Instruction, Self Esteem, Story Telling,

*Writing (Composition)

To address low reading achievement of Haitian

elementary school students receiving English-as-

a-Second-Language instruction, a technique for

reading instruction using Haitian folk tales was

implemented. It was anticipated that by drawing on

students' background knowledge of the Haitian oral

tradition and using Haitian literature as a storytell-

ing text, students would make the vital link between

print and oral language. A target group of fourth-

and fifth-grade Haitian students participated in

storytelling sessions. Using a language experience

approach, students recorded and illustrated the stories

in a book format, then shared their books and stories

with other classes. Results showed increased reading

skills in the target group. No significant gain was

found in self-esteem, which was consistently high

both before and after the project. The group indicated

a preference for Haitian books over American

books. Student writing doubled in quantity over the

12-week treatment period, and critical thinking

skills were enhanced. It is concluded that use of

Haitian folk tales was effective in increasing literacy

skills. The reading assessment tool, initial and

post-treatment student surveys, and the critical

thinking checklist used in the project are appended.

(Author/MSE)

ED 355 822 FL 021 091

Wooden, Sharon L. Hurley, Sandra R.

Bilingual (Spanish and English) Adults: Achieving

Literacy in the First Language.

Pub Date—Nov 92

Note—20p; Paper presented at the Annual Meet-

ing of the Arizona Educational Research Organi-

zation (Phoenix, AZ, November 1992).

Pub Type—Reports - Research (143) - Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Bilingual

ism, Case Studies, College Students, Curriculum Development, English (Second Language), Higher Education, Interviews, *Language Maintenance, *Literacy Education, *Native Language Instruction, *Reading Processes, *Spanish

In response to problems encountered in teaching

Spanish to native speakers who had learned Spanish

as their first (oral) language but because of their

schooling were literate only in English, a study was

conducted to explore issues related to development

of native-language literacy skills after acquisition of

second-language literacy. Two adult university stu-

dents, both first-generation Americans who spoke

Spanish at home but gained literacy skills only in

English, were interviewed concerning their literacy

learning and language background. This information

was analyzed in the context of relevant re-

search literature on language loss and shift, language

maintenance, and reading processes. Findings in

these areas are outlined, with reference to excerpts

of interviews with the subjects. Both students had

experienced native language loss due to both cul-

tural and demographic influences, primarily all-En-

glish schooling and contact with English-speaking

children, and expressed their own and family mem-

bers' disappointment at that phenomenon. Language

loyalty and migration patterns are seen as

important factors in language maintenance. The

subjects used English reading skills to learn to read

in Spanish. It is suggested that teachers of Spanish

to native speakers provide meaningful learning ac-

tivities in a supportive climate, a developmental

approach to instruction, and instruction that validates

native culture, and literature by same-culture au-

thors. The story of one of the students, written by

herself, is appended. (MSE)

ED 355 823 FL 021 100

Bernhardt, Elizabeth B., Ed.

Life in Language Immersion Classrooms. Multilin-

gual Matters 96.

Report No.—ISBN-1-85359-151-3

Pub Date—92

Note—180p.

Available from—Multilingual Matters Ltd., Frank-

fort Lodge, Clevedon Hall, Victoria Road, Cleve-

don, Avon BS21 7SJ, England.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Administrators, Childrens Literature,

Drama, Elementary Education, Foreign

Countries, French, *Immersion Programs, *Language

Teachers, Preservice Teacher Education,

Principals, *Program Administration, *Second

Language Learning, Teacher Student Relation-

ship

In contrast to other volumes on language immersion

programs that have discussed language out-

comes, this book focuses on how teachers and

school administrators implement and carry on the

daily operations of immersion schooling. It chron-

icles a 2-year research project that involved the staff

and principals of two immersion schools in the mid-

west, in collaboration with a team of researchers

that included specialists in second language as well

as in language arts teaching. Two in-depth studies of

immersion teachers are included: a study of the use

of drama in the immersion classroom, and an analysis

of the use of children's literature. The book con-

cludes with discussion of preparing and maintaining

immersion school staff. Chapters and authors are:

"Immersion Teachers' Pedagogical Beliefs and

Practices: Results of a Descriptive Analysis" (Ann

Salomone); "How Many Wednesdays? A Portrait of

Immersion Teaching through Reflection" (Carolyn

Mendez); "Learning through Drama in the Im-

mersion Classroom" (Deborah Wilburn); "Whole

Language and Literature in a French Immersion

Elementary School" (Janet Hickman); "Student-

Teacher Interactions in Selected French Immersion

Classrooms" (Ann Salomone); "The Development

of Immersion Teachers" (Elizabeth Bernhardt and

Leslie Schrier); "Meeting the Challenges of Im-

mersion: The Role of the Foreign Language Supervisor

(Diane Ging); and "Immersion: A Principal's Per-

spective" (Roger Coffman). (LB)

ED 355 824 FL 021 102

Hendrickson, James M.

Storytelling for Foreign Language Learners.

Pub Date—[92]

Note—25p.

Pub Type—Guides - Classroom - Learner (051) -

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, Cultural Context,

Language Acquisition, Listening Comprehension, *Oral Language, Reading Aloud to Others, *Second Language Learning, *Story Telling

Telling and listening to stories is an ancient tradi-

tion that can benefit foreign language learners of all

ages, languages, and levels of proficiency. Stories

contain linguistic, paralinguistic, discourse, and cul-

tural features that provide the comprehensible input

and output that students need to develop their con-

versational skills. Instructors and students can select

and tell stories that they enjoy and that interest

their listeners. Some interactive story telling activi-

ties are presented, categorized as: Change the Story,

Group Picture Story, Jigsaw Story, My Story, Oral

Reading, Picture Stories, Psycho Story, Rumor,

Shuffled Comics, Story Hour, Strip Story, and Tell

Us a Story. Contains 33 references. (Author/LB)

ED 355 825 FL 021 104

Professional Standards for the Preparation of

Bilingual/Multicultural Teachers.

National Association for Bilingual Education,

Washington, D.C.

Pub Date—[92]

Note—24p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Bilingual

Teachers, Cultural Pluralism, Elementary Sec-

ondary Education, English (Second Language),

Financial Policy, Language Proficiency, *Language

Teachers, School Holding Power, *Stand-

ards, Teacher Certification, *Teacher

Characteristics, *Teacher Education, *Teacher

Qualifications, Teacher Recruitment

In 1989, at the General Membership Meeting

held during the annual conference of the National

Association for Bilingual Education (NABE), mem-

bers approved a formal resolution calling for the

development of national standards for the prepara-

tion of bilingual/multicultural teachers. The stan-

dards presented in this document represent the

culmination of work following that resolution; they

represent standards for teachers in the United States

only. It is noted that quality education for lan-

guage-minority students can be realized only when

the larger school environment addresses the unique

educational needs of these students. Six standards

are presented in the following categories: (1) institu-

tional resources, coordination, and commitment; (2)

recruitment, advisement and retention of potential

teachers; (3) bilingual/multicultural coursework

and curriculum; (4) language proficiency in English

and non-English languages and abilities to teach in

those languages; (5) field work and practicum ex-

periences in bilingual/multicultural classrooms. Specific

objectives and 10 to 15 indicators are provided

for each of the 6 standards. (LB)

ED 355 826 FL 021 105

Mola, Andrea J.

Teaching Idioms in the Second Language Class-

room: A Case Study for College-Level German.

Pub Date—18 Mar 93

Note—53p; Master's Research Paper, Georgetown

University.

Pub Type—Reports - Research (143) - Disserta-

tions/Theses - Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Second Language Programs,

*Communicative Competence (Languages),

*German, Higher Education, *Idioms, *Second

Language Instruction, Second Language Learn-

ing, Teaching Methods

Some of the teaching practices of 10 foreign lan-

guage teachers in the Washington, D.C. metropol-

itan area are reviewed in this study of second

language (L2) instruction. Focus is on how idioms

are taught in university German foreign language

courses, which textbooks and reference materials

available in the German and English fields highlight

idioms, and whether the teachers are using or adapt-

ing these textbooks or creating materials with which

to teach idioms. Based on the lack of systematic

approach to teaching idioms to German students in

the area, and on the dearth of idioms treated in the

current first and second-year language textbooks, it

may be concluded that either idioms

ences. (LB)

ED 355 827 FL 021 106*Harding, Edith. Riley, Philip***The Bilingual Family. A Handbook for Parents.**

Report No.—ISBN-0-521-32418-1

Pub Date—86

Note—165p.

Available from—Cambridge University Press, 40 West 20th Street, New York, NY 10011 (hardcover—ISBN-0-521-32418-1; paperback—ISBN-0-521-31194-2).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, *Bilingualism, *Child Language, Decision Making, *Family Environment, Foreign Countries, Guides, *Language Acquisition, Language Research, *Linguistic Theory, Parents

Designed as a resource for parents, this book provides them with the information and advice they need to make informed decisions about what language "policy" to adopt with their children. The authors, professional applied linguists, draw on their own experience as parents of successfully bilingual children and on interviews with other bilingual families. The book is divided into three main parts. Part I, summarizes the research to help parents identify the factors that will influence their decision to raise their children as bilinguals. Topics covered include: children's use of language, general ideas about language, definitions of bilingualism, national identity, culture sharing, simultaneous acquisition, successive bilingualism, and decision-making. Part II consists of case studies of bilingual families that illustrate a wide range of different solutions, showing decision-making in different contexts. Part III is an alphabetical reference guide providing answers to the most frequently asked questions about bilingualism. Contains 72 references. (LB)

ED 355 828 FL 021 107*Lipton, Gladys C.***Practical Handbook to Elementary Foreign Language Programs. Including FLES, FLEX, and Immersion Programs.**

Report No.—ISBN-0-8442-9332-6

Pub Date—88

Note—223p.

Available from—National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60466-1975.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Curriculum Development, Elementary Education, *FLES, *Immersion Programs, Instructional Materials, Lesson Plans, Middle Schools, Models, Modern Language Curriculum, Parent Role, Primary Education, Program Administration, Program Evaluation, *Second Language Instruction, *Second Language Programs

Designed for teachers, supervisors, administrators, and community advocates, this book provides practical advice on how to establish, maintain, and improve foreign language programs at the primary and middle school levels. Foreign Language in the Elementary School (FLES) options are explained, ways to evaluate existing programs are explained, and recommendations for selecting appropriate materials are presented. A special section on promoting FLES is included. The 10 chapters are as follows: "Introduction"; "Why FLES?"; "Goals and Objectives"; "How to Organize Programs" (e.g., parent role, curriculum); "What Is the Content of FLES?" (e.g., content-enriched, content-based approaches); "Teaching the Four Skills and Culture"; "Methods of Teaching Foreign Languages in the Elementary School"; "Evaluation"; "Selection of Material"; "PR for FLES—How to Get Publicity for Your Program"; and "FLES, FLEX (Foreign Language Experience Programs) Immersion Can Be..." A variety of appendices offer sample lesson plans for FLES, FLEX, and immersion; games for FLES, FLEX, Immersion; sample programs; and a selected bibliography. Contains 221 references. (LB)

ED 355 829 FL 021 108*Rivers, Wilga M. Ed.***Interactive Language Teaching.**

Report No.—ISBN-0-521-32216-2

Pub Date—87

Note—245p.

Available from—Cambridge University Press, 40

West 20th Street, New York, NY 10011 (hardcover—ISBN-0-521-32216-2; paperback—ISBN-0-521-31108-X).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Communicative Competence (Languages), Drama, Educational Technology, Essays, Foreign Countries, Grammar, Group Discussion, *Interaction, Language Tests, Listening Comprehension, Music Activities, Oral Language, Poetry, Reader Text Relationship, *Second Language Instruction, Student Motivation, *Student Participation, Testing, Writing Assignments

Identifiers—Authentic Materials

In this collection of essays, a group of innovative teachers and writers describe the approaches and techniques they have incorporated into their own language teaching. The articles are designed to help classroom teachers make language classes more participatory and communication oriented. The book is divided into three sections: (1) What Is Interactive Language Teaching? (2) Language in the Classroom, and (3) The Wider World. The chapters and authors are as follows: "Interaction as the Key to Teaching Language for Communication" (Wilga M. Rivers); "Interactive Discourse in Small and Large Groups" (Claire J. Kramsch); "Speaking and Listening: Imaginative Activities for the Language Class" (Stephen A. Sadov); "Motivating Language Learners through Authentic Materials" (Bernice S. Melvin and David Stout); "Interactive Oral Grammar Exercises" (Raymond F. Comeau); "Interaction of Reader and Text" (Anthony Papalia); "Writing: An Interactive Experience" (Gloria M. Russo); "Poetry and Song as Effective Language-Learning Activities" (Alan Maley); "The Magic If of Theater: Enhancing Language Learning through Drama" (Richard Via); "Interactive Testing: Time to Be a Test Pilot" (Marlies Mueller); "Culturally Diverse Speech Styles" (Gail L. N. Robinson); "The Use of Technology: Varying the Medium in Language Teaching" (Karen Price); "Interaction Outside the Classroom: Using the Community" (Peter Stevens); "Interaction in the Computer Age" (Robert Arriev and Judith C. Frommer); and "Preparing the Language Student for Professional Interaction" (Anne R. Dow and Joseph T. Ryan, Jr.). Questions at the end of each chapter encourage readers to design their own activities; reading lists are also provided. Contains approximately 160 references. (LB)

ED 355 830 FL 021 109*Kroll, Barbara, Ed.***Second Language Writing. Research Insights for the Classroom.**

Report No.—ISBN-0-521-38778-7

Pub Date—90

Note—256p.; Cambridge Applied Linguistics series

Available from—Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*English (Second Language), Feedback, Language Research, *Language Skills, Revision (Written Composition), *Second Language Learning, Student Evaluation, Time Factors (Learning), *Writing Evaluation, *Writing Instruction, Writing Processes, Written Language

This book is addressed to those about to embark on the teaching of second language writing as well as to those already engaged in the field. Teachers are dedicated to investigating the questions that shed the greatest light on the problem in the field. The concerns of both these groups are addressed in this book in articles that describe original quantitative and qualitative research studies and that offer practical applications for the classroom teacher. In the first half of the book, "Philosophical Underpinnings of Second Language Writing Instruction," articles are: "Second Language Composition Instruction: Composition Theories: Implications for Developing Theories of L2 Composition" (Ann M. Johns); "An Overview of Second Language Writing Process Research" (Alexandra Rowe Krapels); "Coaching from the Margins: Issues in Written Response" (Ilona Leki); "Second Language Writing: Assessment Issues" (Liz Hamp-Lyons); and "Reading-Writing Connections: Toward a Description for Second Language Learners" (Joan Carson Eisterhold). In the second half of the book, "Considerations for Writing Instruction," articles are:

"Composing in English: Effects of a First Language on Writing in English as a Second Language" (Alexander Friedlander); "The Teaching of Topical Structure Analysis as a Revision Strategy for ESL Writers" (Ulla Connor and Mary Farmer); "What Does Time Buy? ESL Student Performance on Home versus Class Compositions" (Barbara Kroll); "Feedback on Compositions: Teacher and Student Verbal Reports" (Andrew D. Cohen and Marilda C. Cavalcanti); "Teacher Response to Student Writings: Focus on Form versus Content" (Ann K. Fathman and Elizabeth Whalley); "Responding to Different Topic Types: A Quantitative Analysis from Contrastive Rhetoric Perspective" (Joy Reid); and "Writing with Others' Words: Using Background Reading Text in Academic Compositions" (Cherry Campbell). (LB)

ED 355 831 FL 021 110*Chaudron, Craig***Second Language Classrooms. Research on Teaching and Learning.**

Report No.—ISBN-0-521-33980-4

Pub Date—88

Note—193p.; Cambridge Applied Linguistics series

Available from—Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Classroom Environment, Feedback, *Language Research, Oral Language, Outcomes of Education, Research Methodology, *Second Language Instruction, *Second Language Learning, *Student Behavior, *Teacher Behavior, *Teacher Student Relationship, Teaching Methods

Recent classroom-centered research and its implications for the teaching and learning of languages are reviewed in this book. It synthesizes and evaluates critical research about the way student and teacher behaviors affect language learning, and discusses research methods. Chapters explore the following topics: (1) major issues in second language classroom research; (2) classroom research methods (e.g., general methodological issues, research traditions); (3) teacher talk in second language classrooms (e.g., amount and types, modifications in teacher speech and discourse); (4) learner behavior in second language classrooms (e.g., language production, input generation, learner strategies); (5) teacher and student interaction in second language classrooms (e.g., choice of language, questioning behavior, feedback); (6) learning outcomes (e.g., formal language instruction, classroom interaction); and (7) directions for research and teaching (e.g., methodological issues, value of instruction, variables). Contains approximately 400 references. (LB)

ED 355 832 FL 021 111*Strong, Michael, Ed.***Language Learning and Deafness.**

Report No.—ISBN-0-521-33579-5

Pub Date—88

Note—314p.; Cambridge Applied Linguistics series

Available from—Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Adults, *American Sign Language, Bilingualism, Child Language, Children, *Deafness, Elementary Education, *Language Acquisition, Language Research, Language Usage, *Oral Language, Parent Child Relationship, Role Models, Social Interaction, Syntax

This collection of original papers draws upon work in linguistics, psychology, and education to highlight the relationship between language acquisition in deaf and hearing populations. The book's 11 chapters are divided into 2 sections, Theoretical Issues and Research Reports. Titles and authors are as follows: "Language Varieties in the Deaf Population and Their Acquisition by Children and Adults" (Joseph H. Bochner and John A. Albertini); "American Sign Language and the Human Biological Capacity for Language" (James Paul Gee and Wendy Goodhart); "The History of Language Use in the Education of the Deaf in the United States" (Mimi WheiPing Lou); "Sign Language Instruction and Its Implications for the Deaf" (Steven Fritsch Ruder); "A Bilingual Approach to the Education of Young Deaf Children: ASL and English" (Michael Strong); "An Assessment of Syntactic Capabilities" (Gerald P. Berent); "Children's New Sign Creations" (Diane

Lillo-Martin; "Linguistic and Cultural Role Models for Hearing-Impaired Children in Elementary School Programs" (James Woodward, Thomas Allen, and Arthur Schildroth); "Acquiring Linguistic and Social Identity: Interactions of Deaf Children with a Hearing Teacher and a Deaf Adult" (Carol J. Erting); "Development of Vocal and Signed Communication in Deaf and Hearing Twins of Deaf Parents" (Martha Gontier Gausted); and "Questions and Answers in the Development of Deaf Children" (Hilde Schlesinger). (LB)

ED 355 833 FL 021 112

Johnson, Robert Keith, Ed.

The Second Language Curriculum.

Report No.—ISBN-0-521-36961-4

Pub Date—89

Note—3,436p.; Cambridge Applied Linguistics series.

Available from—Cambridge University Press, 40 West 20th Street, New York, NY 10011.

Pub Type—Books (010)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Adult Students, Criterion Referenced Tests, *Curriculum Development, English (Second Language), Faculty Development, Instructional Materials, Language Tests, Needs Assessment, Policy Formation, *Program Evaluation, *Program Implementation, *Second Language Learning, *Second Language Programs, Teacher Education

The aim of this collection is to present "state of the art" papers in language curriculum studies by writers who have been actively involved in shaping theory in the field and who, between them, have applied that theory in almost every part of the world and in a variety of contexts. Papers include the following: "A Decision-Making Framework for the Coherent Language Curriculum" (Robert Keith Johnson); "Syllabus Design, Curriculum Development and Policy Determination" (Theodore S. Rodgers); "DES-IMPL-EVALU-IGN: An Evaluator's Checklist" (Peter Hargreaves); "Needs Assessment in Language Programming: From Theory to Practice" (Richard Berwick); "The Role of Needs Analysis in Adult ESL Programme Design" (Geoffrey Brindley); "Service English Programme Design and Opportunity Cost" (John Swales); "Faculty Development for Language Programs" (Martha C. Pennington); "The Evolution of a Teacher Training Programme" (Michael Breen, Chris Candlin, Leni Dam, and Gerd Gabrielsen); "Appropriate Design: The Internal Organisation of Course Units" (Graham Low); "Beyond Language Learning: Perspectives on Materials Design" (Andrew Littlejohn and Scott Windeatt); "Hidden Agendas: The Role of the Learner in Programme Implementation" (David Nunan); "The Evaluation Cycle for Language Learning Tasks" (Michael Breen); "Seeing the Wood AND the Trees: Some Thoughts on Language Teaching Analysis" (H. H. Stern); "Language Program Evaluation: A Synthesis of Existing Possibilities" (James Dean Brown); "The Development and Use of Criterion-Referenced Tests of Language Ability in Language Program Evaluation" (Lyle F. Bachman); "Mastery Decisions in Program Evaluation" (Thom Hudson); and "Tailoring the Evaluation to Fit the Context" (Warwick B. Elley). (LB)

ED 355 834 FL 021 144

Barr, Vickie

Foreign Language Requirements and Students with Learning Disabilities. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-93-04

Pub Date—Apr 93

Contract—R188062010

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Graduation Requirements, Higher Education, Latin, *Learning Disabilities, Program Descriptions, Second Language Instruction, *Second Language Learning, *Teaching Methods

Identifiers—ERIC Digests

This digest discusses the dilemma surrounding foreign language requirements at colleges and universities and students with learning disabilities. Many students and professionals question the reasonableness of foreign language requirements for

students with learning disabilities, but, according to Section 504 of the Rehabilitation Act of 1973, colleges and universities are not required to waive such requirements. The digest focuses specifically on the following: waivers and course substitutions, alternatives to waivers and course substitutions, considerations involved in teaching foreign languages to students with learning disabilities, and the Orton-Gillingham Technique. A program designed for teaching Latin to learning disabled students is described, and information on a conference that focuses specifically on foreign language learning and learning disabilities is provided. (VWL)

ED 355 835

FL 021 145

Higgins, Chris

Computer-Assisted Language Learning: Current Programs and Projects. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-93-02

Pub Date—Apr 93

Contract—R188062010

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authoring Aids (Programming), *Computer Assisted Instruction, *Computer Networks, *Computer Software, *Optical Disks, *Second Language Instruction, Second Language Learning

Identifiers—ERIC Digests

For many years, foreign language teachers have used the computer to provide supplemental exercises in the instruction of foreign languages. In recent years, advances in computer technology have motivated teachers to reassess the computer and consider it a valuable part of daily foreign language learning. Innovative software programs, authoring capabilities, compact-disk technology, and elaborate computer networks are providing teachers with new methods of incorporating culture, grammar, and real language use in the classroom while students gain access to audio, visual, and textual information about the language and culture of its speakers. This digest provides specific information on computer-based foreign language programs; customizing, template, and authoring programs; computer networks; and compact-disk technology. A separate resource list contains addresses of where the computer programs cited in the text can be obtained. (VWL)

ED 355 836

FL 021 146

Nissani, Helen

Early Childhood Programs for Language Minority Students. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-93-03

Pub Date—Apr 93

Contract—R188062010

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, *Cultural Differences, Inservice Teacher Education, Intercultural Communication, *Limited English Speaking, Multicultural Education, *Parent Participation, Parent School Relationship, Preschool Children, Preschool Curriculum, *Preschool Education

Identifiers—Culturally Relevant Curriculum, *Developmentally Appropriate Programs, ERIC Digests, *Language Minorities

Early childhood programs should be designed to serve the whole child's development within the context of the family and community. This is especially important for children who speak a language other than English at home. Programs must employ developmentally and culturally appropriate practices that respect individual differences and choices and that incorporate the family and home culture. Research points to the benefits of a cognitive/developmental approach that fosters not only intellectual learning, but also physical, social, and emotional learning. This approach is particularly appropriate for language minority children. Experiences are provided in environments that accept each child's individual development. Because developmental milestones

and expectations vary from culture to culture, early childhood educators need to understand the cultural values of families and their goals for socialization, beliefs about the nature of the child, and child-rearing techniques. Teachers need to recognize developmentally equivalent milestones and patterns of behavior, use interactive styles familiar to the child, reinforce family values that promote learning, and deal directly with differences in cultural patterns between home and school. Parents should be consulted about every aspect of their children's program. Training in cross-cultural communication and in promoting positive home-school-community relationships should be included in all staff training for early childhood educators. (JR)

ED 355 837

FL 800 626

Hemphill, David F.

Workplace ESL Literacy in Diverse Small Business Contexts: Final Evaluation Report on Project EXCEL.

Career Resources Development Center, Inc., San Francisco, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—92

Contract—V198A10293

Note—57p.; For related documents, see FL 800 627-631.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, Communications, Curriculum, Employee Attitudes, Employer Attitudes, Employer Employee Relationship, *English (Second Language), Fashion Industry, Food Service, *Job Performance, Language Skills, *Limited English Speaking, *Literacy Education, Productivity, Program Evaluation, Questionnaires, *Small Businesses, Work Environment

Identifiers—California (San Francisco), Mail Room Occupations, *Project EXCEL CA, *Workplace Literacy

Project EXCEL, a workplace literacy project involving four small business enterprises in San Francisco, is evaluated. The project focused on literacy and basic skills training for limited-English-proficient (LEP) workers. The businesses included the following: a communications and mass mailing firm; a dessert wholesale company; a Mexican restaurant and food product manufacturer; and an outerwear design and contract manufacturer. Three general areas comprised the evaluation: the extent to which the literacy abilities of the workforce participants improved; the extent to which their productivity improved; and the relationships between literacy gains, productivity gains, and worker advancement. Logistics of operating an English-as-a-Second-Language (ESL) oriented workplace literacy program in a series of diverse small business settings were also assessed. Evaluation instruments and procedures were developed and employed across the worksites. Conclusions are as follows: there was a need for this program; the program accomplished its overall goals; learners perceived substantial gains in language/literacy and some gains in productivity; employers perceived substantial gains in language/literacy and productivity, and saw a relationship between the two; and worker-learners demonstrated measurable and substantial gains in general language/literacy skills. Evaluation instruments and objectives of each curriculum module are included. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 355 838

FL 800 627

Project EXCEL. Final Performance Report, March 1, 1991-October 31, 1992.

Career Resources Development Center, Inc., San Francisco, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—31 Oct 91

Contract—V198A10293

Note—87p.; For related documents, see FL 800 626-631.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, Communications, Cultural Pluralism, Curriculum, Employee Attitudes, Employer Attitudes, Employer Employee Relationship, *English (Second Language), Fashion Industry, Food Service, *Job Performance, Language Skills, *Limited English Speaking, *Literacy

acy Education, Productivity, Program Evaluation, Questionnaires, *Small Businesses, Work Environment

Identifiers—California (San Francisco), Mail Room Occupations, *Project EXCEL CA, *Workplace Literacy

Project EXCEL is a workplace literacy project involving four small business enterprises in San Francisco. Over a 19-month period, the project focused on literacy and basic skills training for 271 limited-English-proficient (LEP) workers. All training was conducted at the work sites, and a variety of support services were provided, including individual education plans, child care, educational counseling, and social service referrals. The small businesses involved included the following: a communications and mass mailing firm; a wholesale bakery; a Mexican food product manufacturer; and an outerwear design and contract manufacturer. The most outstanding accomplishments of Project EXCEL were: improved opportunities for worker advancement; increased use of English on the job; improved worker productivity; improved worker-manager relations and greater sensitivity by management to communication issues in multicultural workplaces; workers' increased interest and ability related to pursuing further literacy education; development of a viable workplace literacy model for LEP workers; development and dissemination of a modular curriculum for LEP workers in the apparel, communications, and food service industries; and the San Francisco business community's continued interest in and support for workplace literacy. The greater part of the document consists of five appendices. They are: a rationale for using non-standard methods for student assessment; objectives of curriculum modules; sample context-based assessment test; examples of media coverage of the project; and evaluation tools. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 355 839 FL 800 628

[Project EXCEL. Curriculum for Casa Sanchez, Inc.: Modules 1-6.]

Career Resources Development Center, Inc., San Francisco, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—91

Contract—V198A10293

Note—294p; For related documents, see FL 800 626-631.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Curriculum, Employee Attitudes, *English (Second Language), *Food Service, Job Skills, Language Skills, *Limited English Speaking, *Literacy Education, Problem Solving, *Small Businesses, Work Environment

Identifiers—California (San Francisco), *Project EXCEL CA, *Workplace Literacy

Six curriculum modules for Casa Sanchez, a San Francisco Mexican restaurant and food product manufacturer, are presented. Casa Sanchez was one of four small businesses involved in Project EXCEL, a workplace literacy project that focused on literacy and basic skills training for limited English proficient (LEP) workers. The modules are as follows: (1) Basics of Customer Service; (2) Solving Problems on the Job; (3) What's a Good Worker?; (4) Greater Relations, Greater Productivity; (5) Overcoming Obstacles at Work; and (6) Program Review. Modules 1 through 5 each contain a brief teaching guide divided into units as well as a listening script and answer key; Module 6 provides selections from Modules 1 through 5. (Contains 10 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 355 840 FL 800 629

[Project EXCEL. Curriculum for Momentum, Inc.: Modules 1-5.]

Career Resources Development Center, Inc., San Francisco, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—91

Contract—V198A10293

Note—370p; For related documents, see FL 800 626-631.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Curriculum, Employee Attitudes,

*English (Second Language), *Fashion Industry, Fractions, Job Skills, Language Skills, *Limited English Speaking, *Literacy Education, Mathematics Instruction, Problem Solving, *Small Businesses, Work Environment

Identifiers—California (San Francisco), *Project EXCEL CA, *Workplace Literacy

Five curriculum modules for Momentum, Inc., a San Francisco (California) outerwear design and contract manufacturer, are presented. Momentum was one of four small businesses involved in Project EXCEL, a workplace literacy project that focused on literacy and basic skills training for limited-English-proficient (LEP) workers. The modules are as follows: (1) A Fashionable Beginning; (2) A Stitch of Common Sense; (3) Can You Help Me with Fractions?; (4) Doing My Job; and (5) Piecing It All Together. The modules each contain a brief teaching guide divided into units as well as a listening script and answer key. (Contains 25 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 355 841 FL 800 630

[Project EXCEL. Curriculum Ace Mailing: Modules 1-6.]

Career Resources Development Center, Inc., San Francisco, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—91

Contract—V198A10293

Note—311p; For related documents, see FL 800 626-631.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Curriculum Guides, Employee Attitudes, *English (Second Language), Job Skills, Language Skills, *Limited English Speaking, *Literacy Education, Pronunciation, Records (Forms), *Small Businesses, Work Environment

Identifiers—California (San Francisco), Mail Room Occupations, *Project EXCEL CA, *Workplace Literacy

Six curriculum modules for Ace Mailing, a San Francisco communications and mass mailing firm, are presented. Ace Mailing was one of four small businesses involved in Project EXCEL, a workplace literacy project that focused on literacy and basic skills training for limited-English-proficient (LEP) workers. The modules are as follows: (1) Ace Basics; (2) Stuff It, Seal It, Sort It, & Send It; (3) Getting the Job Done; (4) May I Help You?; (5) Forms Made Easy; and (6) Special Delivery: Pronunciation at Work. The modules each contain a brief teaching guide divided into units as well as a listening script and answer key. (Contains 7 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 355 842 FL 800 631

[Project EXCEL. Curriculum for Just Desserts, Inc.: Modules 1-6.]

Career Resources Development Center, Inc., San Francisco, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—91

Contract—V198A10293

Note—304p; For related documents, see FL 800 626-630.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Bakery Industry, Curriculum Guides, Employee Attitudes, *English (Second Language), Job Skills, Language Skills, *Limited English Speaking, *Literacy Education, Personnel Evaluation, Records (Forms), *Small Businesses, Vocabulary, Work Environment

Identifiers—California (San Francisco), Minutes of Meetings, *Project EXCEL CA, *Workplace Literacy

Six curriculum modules for Just Desserts, a San Francisco wholesale bakery company, are presented. Just Desserts was one of four small businesses involved in Project EXCEL, a workplace literacy project that focused on literacy and basic skills training for limited-English-proficient (LEP) workers. The modules are as follows: (1) Bakery Vocabulary and Instructions; (2) Bakery Know-How; (3) Safe and Sweet: Safety Rules, Order Forms, and Bake Sheets; (4) "A Spoonful of Sugar": Ingredients and Measurements; (5) Understanding Performance Reviews; and (6) Understanding Meeting Minutes. The modules each contain a brief

teaching guide divided into units as well as a listening script and answer key; Modules 4 and 5 contain in addition an addenda section consisting of quizzes and reviews and an English-Spanish baking lexicon (Module 4). (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

HE

ED 355 843 HE 025 547

Katz, Richard N. West, Richard P. Sustaining Excellence in the 21st Century: A Vision and Strategies for College and University Administration.

California Univ. System.; CAUSE, Boulder, Colo. Spons Agency—International Business Machines Corp., Milford, CT. Academic Information Systems.

Report No.—CAUSE-PPS-8

Pub Date—92

Note—31p.

Available from—CAUSE, 4840 Pearl East Circle, Suite 302E, Boulder, CO 80301 (\$8 for members, \$16 for non-members).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Administration, Educational Change, Educational Quality, *Educational Trends, *Futures (of Society), Higher Education, Institutional Mission, Long Range Planning, Technological Advancement

Identifiers—Information Age, *Twenty First Century

This paper offers a vision, referred to as the "network" vision, and a new set of strategies for higher educational institution management to meet the challenges posed by social and economic changes of the near future in the 1990s. This vision conceives of the modern higher education institution as an information-intensive organization and suggests strategies for freeing scarce executive attention to address those key elements of campus life that create and sustain excellence. The paper describes this vision as the development of a smaller, diverse, and highly skilled administrative workforce optimizing administrative service, quality, productivity, and flexibility. The strategies outlined include: (1) generalization of employee job responsibilities; (2) investment in technologies that facilitate communication among members of the campus community; (3) organization of the campus technical environment from the viewpoint of the academic departmental administrator; (4) reliance on private organizations, where appropriate, for certain campus administrative services; and (5) creation of incentives for administrative employees to make decisions based on perceived campus impact. In summary, the paper claims that colleges and universities are uniquely complex organizations and that success in the 1990s will depend on the quality and execution of an institution's academic plan and on the quality of its administration. (Author/JB)

ED 355 844 HE 026 276

Graff, Gerald

Beyond the Culture Wars: How Teaching the

Conflicts Can Revitalize American Education.

Report No.—ISBN-0-393-03424-0

Pub Date—92

Note—214p.

Available from—W. W. Norton & Co., Inc., 500 Fifth Avenue, New York, NY 10110 (\$19.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—College Faculty, *College Instruction, *Controversial Issues (Course Content), Curriculum Design, Educational Objectives, *Educational Philosophy, Higher Education, Intellectual Development, Intellectual Disciplines, *Politics of Education, Thinking Skills, Undergraduate Study

Identifiers—*Political Correctness

This book argues that the best solution to higher education's conflicts over culture and "political correctness" is to teach the conflicts themselves. The book suggests making intellectual conflict part of the universities' object of study and thereby more successfully engaging students in the world of ideas and learning. The book argues that parties and disciplines have so far handled the cultural conflicts with a separatist approach which leaves students out and

teaches subjects in an isolated fashion without showing their connections to each other. Chapter 1 presents the background and aim of the book. Chapter 2 describes two episodes in the culture war in the university. Chapter 3 suggests some ways to clarify educational vision. Chapter 4 looks at how to draw students into reading and conversing about books. Chapter 5 explores our cultural ambivalence toward the "life of the mind." Chapter 6 discusses in detail the separation of courses and disciplines on campus. Chapter 7 explores the roots of curricular incoherence by looking at educational history. Chapter 8 examines "politics" in the academic setting. Chapter 9 looks at campuses which are actively addressing the culture wars. Includes an index and 227 notes. (JB)

ED 355 845 HE 026 278

Hashway, Robert M. Cain, Karen Sue
Formulas for Funding Public Higher Education.
Anthological Excerpts from the Literature.
Grambling State Univ., La.
Pub Date—26 Dec 92

Note—97p.; Cover title varies slightly.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Budgeting, Comparative Analysis, Computation, Cost Estimates, Educational Finance, Educational Quality, Expenditures, Federal Aid, *Financial Needs, Financial Policy, *Financial Support, Higher Education, Literature Reviews, Money Management, *Public Colleges, *Resource Allocation, School Funds, State Aid, State Colleges, Trend Analysis
Identifiers—*Formula Budgeting, *Formula Funding

This publication presents excerpts from a literature review on the process of budgeting and assessing financial need requirements for public colleges and universities. Excerpts highlight funding formula approaches used by some states and higher education institutions, linking funding with educational quality, funding formula development and components, formula usage, and comparative analysis of the existing budget formulas used for justifying budget requests and fund allocation for the operating expenses of state-supported colleges and universities. In addition, excerpted materials examine marginal costs and formula-based funding, a special funding formula for state-supported upper-level institutions, differential funding for statewide systems of postsecondary education institutions, the state university funding process, and state funding formulas for higher education in the Southern Regional Education Board states. Contains 61 references. (GLR)

ED 355 846 HE 026 279

Hashway, Robert M. Cain, Karen Sue
Funding Public Higher Education.
Grambling State Univ., La.
Pub Date—7 Jan 93

Note—94p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Budgeting, College Administration, Computation, Cost Estimates, Departments, Educational Facilities, Educational Finance, Expenditures, *Financial Needs, Financial Policy, *Financial Support, Higher Education, *Public Colleges, *Resource Allocation, School Funds, State Colleges, Trend Analysis
Identifiers—*Formula Budgeting, *Formula Funding

This document describes a procedural alternative to current practice predicated on a critical analysis of the literature concerning the funding of public institutions of higher education. The document is partitioned into five sections. The first section describes the development of the formula concept. The next section describes how funding formulas have been derived in various states. The areas covered in this section include funding approaches for instructional and departmental research, libraries, general administrative and general expenses, student services, and physical plant operation and maintenance. The third section presents an overview of funding directions at the national level. The topics discussed in this section are the general indicators of demographics, students, expenditures, and cost centers and revenue sources. The fourth section presents the limitations to the existing funding formulas. The final section then presents a new model for formula funding which attempts to compensate for the limitations identified in previous formulas. The new model specifically addresses curriculum

delivery and curriculum research, leadership, the library, operations, state administrative offices and revenue sources. Contains 61 references. (GLR)

ED 355 847 HE 026 280

Hashway, Robert M. And Others
Curriculum Directions for the Next Millennium.
Grambling State Univ., La.
Pub Date—30 Jan 92

Note—52p.; Funded by the Educational Research Quarterly.

Available from—Editor, Educational Research Quarterly, Adams Hall 105, Grambling State University, Grambling, LA 71245.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Learning, *Cognitive Processes, Cognitive Structures, Curriculum, *Curriculum Development, Curriculum Problems, *Educational Planning, *Futures (of Society), Higher Education, Leadership, Postsecondary Education, School Business Relationship, Theories, Vocational Education

This paper reviews and uses current research to present guidelines for curriculum development and delivery. The presenters demonstrate why manipulatives, laboratories and other "hands on" approaches are not appropriate introductory learning tools for adults. They argue that laboratory and similar strategies are the tools of an industrial-business-education complex which has technologically modified the concept of an education and subjugated the people of the United States by conditioning them to believe that acquiring a vocational skill is the purpose of education. The authors contend that the concept of education was modified to divert the costs of employee training to the public sector and to prepare technological drones for particular industries. The purpose of this paper is to stimulate discussion concerning the role of education in the future and encourage educators to take an assertive and aggressive role to shape a direction that serves the broad societal needs while supporting, not supplanting, the obligation of the private sector to train employees. Contains approximately 375 references. (GLR)

ED 355 848 HE 026 282

Schmitt, Carl M. Pluta, Mark J.
Trends in Enrollment in Higher Education by Racial/Ethnic Category: Fall 1982 through Fall 1991. E.D. TABS.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-93-448
Pub Date—Mar 93

Note—22p.
Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Enrollment Trends, *Ethnic Groups, Graduate Study, Higher Education, *Minority Groups, Postsecondary Education, Private Colleges, Public Colleges, *Racial Composition, Surveys, Undergraduate Study

This report presents findings from two institutional-based postsecondary education fall enrollment surveys conducted by the National Center for Education Statistics: the Higher Education General Information Survey, and the Integrated Postsecondary Education Data System (IPEDS) surveys. The report includes eight tables (80 percent of the report) that summarize fall enrollment information. Tables 1 and 2 show enrollment trends for institutions of higher education by racial/ethnic category and by selected institutional characteristics (by control of institution and by type of institution), biennially for fall 1982 through fall 1990, and 1991. Tables 3 and 4 provide data on total enrollment in institutions of higher education by racial/ethnic category and by selected student characteristics (by sex and by level of study) from biennially, fall 1982 through fall 1990, and 1991. Table 5 shows final fall 1990 enrollment in institutions of higher education, by state and by racial/ethnic category. Table 6 shows final fall 1991 enrollment in institutions of higher education, by state and by racial/ethnic category. Table 7 shows the rates of response to the IPEDS fall 1991 enrollment survey, by state. Finally, table 8 shows the percentage of student enrollment that was imputed for each sector by state (fall 1991). Among the findings it is revealed that: (1) larger numbers of women enroll in higher education than men; (2) undergraduate enrollments in higher education increased from 1982 to 1991 across all racial-

/ethnic groups; and (3) enrollment by minority groups increased at a higher rate than for white, non-Hispanics. (GLR)

ED 355 849 HE 026 283

Miles, Barbara Zimmerman, Dennis
Federal Family Education Loans: Reduced Costs, Direct Lending, and National Income.

Library of Congress, Washington, D.C. Congressional Research Service.
Report No.—CRS-93-247-E
Pub Date—22 Feb 93

Note—32p.
Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—"Cost Effectiveness, *Federal Aid, Federal Government, Government Role, Higher Education, Income, Loan Default, Paying for College, *Private Financial Support, Program Budgeting, Program Costs, *Student Financial Aid, *Student Loan Programs

Identifiers—*Direct Lending, *Family Education Loan Program

This congressional report argues that the costs of the current guaranteed lending program for postsecondary education can be reduced in three ways: (1) by eliminating more-than-competitive returns to private lenders; (2) by reducing administrative costs; and (3) by reducing default costs. It is suggested that the first solution can be accomplished with or without direct lending but that administrative costs are more likely to be increased than decreased by direct lending. The third solution—reducing default costs—is advanced by explicit understanding that subsidies intended to produce benefits to society cannot be repaid by students who fail to receive gains from the investment commensurate with its cost. Cost reductions in such cases cannot be accomplished either by direct or guaranteed private lending, thus bringing about certain loan restrictions and a separate subsidy structure such as grants or income contingent repayment plans. The report argues that if the current program were providing competitive returns to lenders, national income would not be increased by conversion to a direct lending program; budget "savings" would amount to no more than the failure of federal bookkeeping to record outlays for taxpayers' absorption of risk, and any increased funding available for public spending would be exactly offset by reduced private sector income. (GLR)

ED 355 850 HE 026 284

State of Alaska Student Financial Aid Programs, 1991-92 Annual Report.
Alaska State Commission on Postsecondary Education, Juneau; Alaska Student Loan Corp.

Pub Date—93
Note—42p.

Pub Type—Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Graduate Study, Higher Education, *Loan Repayment, Paying for College, Program Descriptions, *State Aid, *Student Financial Aid, *Student Loan Programs, Study Abroad, Summative Evaluation, Undergraduate Study

Identifiers—*Alaska
This report briefly summarizes Alaska's student financial aid programs and the participation levels for 1991-92. After introductory remarks, more detailed sections focus on the following specific programs: (1) the Alaska Student Loan Program; (2) the Alaska Family Education Loan Program; (3) the Alaska Teacher Scholarship Loan Program; (4) the Paul Douglas Teacher Scholarship Loan Program (federally funded); (5) the A.W. "Winn" Brindle Memorial Scholarship Program; (6) the Alaska Student Loan Corporation; (7) the Washington, Alaska, Montana, Idaho Medical Program; (8) the Western Interstate Commission for Higher Education Student Exchange Program; and (9) the State Educational Incentive Grant Program. An appendix contains additional data on the Alaska Student Loan Program such as the top states of attendance for Alaskans, information on the number and amounts of loans made annually to undergraduate and graduate students attending in-state and out-of-state, summaries of the average size loan awarded each year, and data on institutions most frequently attended by Alaska Student Loan borrowers. (GLR)

ED 355 851 HE 026 285

Institutional Effectiveness Plan of Tampa College.
Tampa Coll., FL.

Pub Date—[92]

Note—50p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, Administrator Role, Cognitive Objectives, College Presidents, College Role, Decision Making, Educational Needs, *Educational Planning, Educational Responsibility, Higher Education, *Organizational Effectiveness, *Organizational Objectives, Program Development, Psychomotor Objectives, *Relevance (Education), School Responsibility, Teacher Role Identifiers—*Tampa College FL

This paper discusses the issue of accountability, educational relevance, and institutional effectiveness, and outlines the development of an educational plan at Florida's Tampa College, designed to be more responsive to community expectations. First examined are the external and internal pressures, or demands, on the decision-making process in developing an educational plan. Next, the various educational domains are examined, as is their relation to what the community wishes to have achieved. These domains (educational, learning, and social) interact and affect the student in the educational process—that process being expressed and controlled in the educational plan. Next discussed is the role of the teacher as a member of the management team and the types of management changes (self-directed and participatory) that are being experienced by today's educators. Finally, the development of Tampa College's educational plan is described, including the plan's various goals in meeting community expectations, including the role of the school's president in plan implementation. The paper concludes with sample documents of the philosophies and goals of several school administrative departments in responding to the school's institutional effectiveness plan. (GLR)

ED 355 852 HE 026 286

Hauptman, Arthur M.

Higher Education Finance Issues in the Early 1990s.

Consortium for Policy Research in Education, New Brunswick, NJ.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CPRE-RR-027

Pub Date—Feb 93

Contract—G-008690011; R117G10007

Note—44p.

Available from—CPRE, Eagleton Institute of Politics, Rutgers, The State University of New Jersey, New Brunswick, NJ 08901-1568 (S10).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Finance, *Federal Aid, Financial Needs, Financial Problems, *Financial Support, *Government Role, Higher Education, *Institutional Role, Parent Role, Resource Allocation, *State Aid, Student Financial Aid, Student Role

This report identifies a number of financing issues facing American higher education in the early 1990s, including: (1) the future federal role in postsecondary education in light of lagging participation rates of low-income and minority students and public concerns about many aspects of campus-based research; (2) the extent of state financial support of higher education when there is growing competition with other state responsibilities such as prisons, health care, and elementary and secondary education; (3) the changing role of colleges and universities in the face of limited resources; and (4) the responsibilities of students and their families should tuitions and other charges continue to rise faster than the ability of many families to pay for college. The report suggests that the states should bear the primary responsibility for financing higher education and should deal with equity issues internally. Institutions need to improve their efficiency in administrative operations, raising faculty productivity, and employing available technology to achieve cost savings, while the federal role includes assisting disadvantaged students, ensuring the existence of loan programs, and assisting nontraditional students in meeting their particular needs. A summary presents key issues and recommendations surrounding the federal, state, institutional, and parent and student roles. Contains 40 references. (GLR)

ED 355 853 HE 026 287

Lawrence, Francis L.

Research and Graduate Education at Rutgers: A

Distinguished Past, a Challenging Future.

Rutgers, The State Univ., New Brunswick, N.J.

Pub Date—30 Sep 92

Note—40p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, *Educational Quality, *Graduate Study, Higher Education, *Institutional Administration, *Mission Statements, *Organizational Objectives, Postsecondary Education, *Problem Solving, Research Universities, Student Financial Aid, Undergraduate Students Identifiers—*Rutgers the State University NJ

This report provides Rutgers University's policy regarding its commitment to research and graduate education. Briefly examined are some external developments requiring imaginative and aggressive responses on the part of the university so that the school can maintain its position among the top echelon of research universities in the United States. Finally offered are some ideas for initiatives that will enable the school to continue to develop and maintain excellence in graduate education and research. Among the challenges identified and their inherent goals are: (1) using a state bond issue to restore funding for libraries, facilities, and equipment; (2) exploring the possibility of fundraising with the Foundation in order to increase graduate student financial support; (3) using undergraduate students to balance research and graduate education with undergraduate education; (4) devising structured programs of several years' duration to improve the professional training of the graduate students as teachers; and (5) continuing accountability procedures (financial audits, external program reviews, athletic oversight activities, etc.) to remedy declining public trust in higher education. (GLR)

ED 355 854 HE 026 288

Simmons, F. Bruce, III

The University of Akron and Its Economic Impact on Its Community. A Research Report.

Akron Univ., Ohio.

Pub Date—Sep 92

Note—106p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Credit (Finance), *Economic Impact, Employment, *Government School Relationship, Higher Education, Human Capital, *Investment, Outcomes of Education, Productivity, Property Taxes, Research, *School Business Relationship, *School Community Relationship Identifiers—*University of Akron OH

This report covers the University of Akron's impact on the income, employment, credit availability, governments, and individuals within the community in which the school is located—Summit County, Ohio. Presented is evidence of the impact, as measured by the American Council on Education economic impact model, of the university on its service area. Results of the study show a reasonable and definable impact of the university as an economic entity. Following chapters on research methodology, purpose, and a description of the geographic area involved, the report examines the school's: (1) economic impact on Summit County business, i.e., business volume, property, credit base expansion, and unrealized business volume; (2) the economic impact on governments in terms of revenue generation, municipal and public school expenses, governmental property, foregone property taxes, and university municipal services; and (3) the economic impact on individuals involving employment, personal income, and durable goods. Also examined is the contribution in terms of productivity of university graduates and the earnings potential which occurs as a consequence of their advanced levels of formal education. The appendix provides a comparison of the University of Akron studies, a history of the University of Akron, a list of data sources, and a summary of higher education economic impact studies. Contains approximately 250 bibliographic references. (GLR)

ED 355 855 HE 026 289

Strand, Heather And Others

Student Charges at Public, Four-Year Institutions.

Annual Survey, Fall 1992.

American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date—Mar 93

Note—97p.

Available from—National Association of State Universities and Land Grant Colleges, 1785 Massachusetts Ave., N.W., Washington, DC 20036.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Comparative Analysis, *Fees, Higher Education, Land Grant Universities, National Surveys, Postsecondary Education, *Public Colleges, *Student Financial Aid, Tables (Data), *Tuition, Undergraduate Study

This report examines student charges at public, four-year institutions throughout the United States based on the responses from a survey of 513 responding institutions. Statistical data are presented in the appendix comprising nearly the entire report. Major findings include the following items: (1) the overall fall 1992 resident undergraduate tuition and fees increased by 10.4 percent—down from the 13.6 percent increase experienced in fall 1991; (2) graduate tuition and fees for residents increased by 11.7 percent, with charges at National Association of State Universities and Land Grant Colleges (NASULGC) members increasing at 11.8 percent; (3) room and board charges increased 4.7 percent between 1991 and 1992, down from the 6.0 percent increase between fall 1990 and fall 1991; (4) the largest increases in tuition and fees were experienced in California (29 percent), Puerto Rico (28.3 percent), New York (19.8 percent), Texas (19.1 percent), and Montana (18.2 percent); and (5) the lowest increases in tuition and fees were experienced in Guam (0.7 percent), Arizona (1.3 percent), Oklahoma (1.4 percent), Louisiana (1.5 percent), and Hawaii (2.8 percent). Three-quarters of the respondents reported receiving greater numbers of aid requests and 66.2 percent of the respondents added that students requesting aid were asking for more money. (GLR)

ED 355 856 HE 026 290

Proceedings of the Annual Meeting of the National Association of State Universities and Land-Grant Colleges (104th, Washington, D.C., November 10-12, 1991).

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date—Nov 91

Note—114p.

Available from—National Association of State Universities and Land Grant Colleges, 1785 Massachusetts Ave., N.W., Washington, DC 20036.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Accountability, Agribusiness, *Colleges, Financial Audits, Higher Education, *Institutional Autonomy, *Integrity, Mass Media, *Public Relations, Reputation, Technology, *Universities

Identifiers—*National Assn of State Univ and Land Grant Coll

This proceedings presents the discussions, business meetings, lectures, and speeches delivered at the 104th Annual Meeting of The National Association of State Universities and Land-Grant Colleges, including the organization's financial statements for December 31, 1990 and 1989. In addition, the proceedings lists the past elected heads of the association, names of the member institutions as of 1991, and the association's constitution and by-laws. The purpose of the meeting was to discuss some of the issues confronting higher education today, such as institutional autonomy and integrity and the public's crisis of confidence in its institutions of higher education. Specific presentations at the meeting were "A Failure of Communication: Universities and the Media" by Newsweek Magazine's Jerrold K. Footlick, and "American Agriculture: Challenged by a Changing World" by Gerald W. Thomas, President Emeritus of New Mexico State University. Additionally provided are two joint session addresses, one delivered by Bernadine P. Healy of the National Institutes of Health and the other delivered by D. Allan Bromley, Assistant to the President for Science and Technology, Office of Science and Technology Policy. (GLR)

ED 355 857 HE 026 291

Strategic Plan. The Quest for Excellence.

Gallaudet Univ., Washington, DC.

Pub Date—Mar 90

Note—28p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advocacy, *Articulation (Education), College Admission, College Preparation,

*College Programs, Deafness, Developmental Studies Programs, *Educational Quality, Graduate Study, Higher Education, *Institutional Mission, *Outcomes of Education, Postsecondary Education, *Public Service, Research, Strategic Planning, Technology, Undergraduate Study
Identifiers—*Gallaudet University DC

This report from Gallaudet University (District of Columbia) outlines its strategic plan to guide future efforts towards educational excellence, particularly as it regards policy and program development. Following information on the school's history and institutional mission, its services, and management resources, the report discusses each of the school's mission themes (goals) and the measures deemed appropriate for achieving these goals. Mission themes addressed cover the following areas: (1) academic program quality and outcomes, (2) academic program constituencies, (3) pre-college programs, (4) public service programs, (5) advocacy, and (6) research and technology. Goals include providing academic programs that prepare graduates for rewarding lives, successful careers, and further educational opportunities; providing academic programs to a broad range of deaf and hard of hearing students and the professionals who work with deaf people; providing a broadened range of public services to deaf people, their families, and people who work with them; and maintaining research programs designed to promote the equalization of opportunities for all deaf people and support research in areas related to deafness as well as other fields of inequity. (GLR)

ED 355 858

HE 026 292

Story, Ronald, Ed.

Five Colleges: Five Histories.

Report No.—ISBN-0-87023-816-7

Pub Date—Nov 92

Note—139p.

Available from—University of Massachusetts Press,

P.O. Box 429, Amherst, MA 01004 (\$9.95).

Pub Type—Books (010) — Reports - Research

(143)

Document Not Available from EDRS.

Descriptors—Colleges, *Consortia, Differences, *Educational History, *Educational Philosophy, Essays, Higher Education, *Institutional Characteristics, Institutional Cooperation, Postsecondary Education, Universities

Identifiers—Amherst College MA, Hampshire College MA, *Massachusetts, Mount Holyoke College MA, Smith College MA, University of Massachusetts

This book presents essays on the histories of five Massachusetts schools of higher education (Amherst College, Mount Holyoke College, the University of Massachusetts at Amherst, Smith College, Hampshire College) who together have had a successful consortia lasting for 25 years. The first essay, by Theodore P. Greene, depicts the temper of Amherst College in the early decades after its founding in 1821, a time when piety occasionally gave way to playfulness among those who formed the student body. The second essay on Mount Holyoke College in 1846-47 describes how several generations of critics have treated Emily Dickinson's experience there (Christopher Benfey). The essay on the University of Massachusetts presents an analysis of the school's past growth and future prospects (Ronald Story). The fourth essay, by Helen Lefkowitz Horowitz, argues that embedded in the architecture of the campus of Smith College are four successive visions of the ideal Smith student; the campus thus becomes a text in which patterns of building reflect different conceptions of educated womanhood. The final essay provides a first-hand account of the founding of Hampshire College in an era of counter-cultural reform. An Afterword traces the history of the Five-College system, suggesting that it has always thrived on the individuality and idiosyncrasies of the different campuses. (GLR)

ED 355 859

HE 026 293

Tack, Martha W. Patitu, Carol L.

Faculty Job Satisfaction: Women and Minorities in

Peril. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-4

Pub Date—Sep 92

Contract—R188062014

RIE AUG 1993

Note—4p.; For full report, see ED 353 885.

Available from—ERIC Clearinghouse on Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036-1183 (\$1).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Employment Patterns, Higher Education, *Job Satisfaction, Labor Market, *Minority Group Teachers, Racial Discrimination, Racial Relations, Sex Differences, Stress Variables, Teacher Attitudes, *Women Faculty

Identifiers—*Diversity (Faculty), ERIC Digests

This brief paper summarizes a full length report of the same title on the faculty job satisfaction of women and minorities. In light of probable faculty shortages in the coming decades and the need for increasingly diverse college faculty, institutions must make faculty positions attractive to women and minorities. Current trends, low faculty salaries, few women and minorities in the education pipeline, and low current job satisfaction suggest an impending shortage of willing and able women and minority candidates. Stressors affecting women and minority faculty members include internal, workplace and lifestyle factors. In general women faculty members are less satisfied with their positions than their male counterparts. They represent a small percentage of the faculty cohort, make lower salaries, are found in the lower professional ranks, are often employed part-time, represent disciplines typically reserved for females, work in less prestigious institutions, feel their supervisors do not value their input, and are not tenured. Minority faculty, when compared to white counterparts, are less likely to be tenured, are concentrated in the lower ranks, are concerned about low salaries, feel isolated and unsupported, and often encounter prejudice and discrimination. Solutions to the job satisfaction problems for women and minorities must include a variety of recruiting and retention strategies. (Contains 7 references.) (JB)

ED 355 860

HE 026 294

Gibbs, Annette

Reconciling Rights and Responsibilities of Colleges and Students: Offensive Speech, Assembly, Drug Testing and Safety. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-5

Pub Date—Oct 92

Contract—R188062014

Note—4p.; For full report, see ED 354 837.

Available from—ERIC Clearinghouse on Higher Education, 1 Dupont Circle, Suite 630, Washington, DC 20036-1183 (\$1).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletes, Campuses, Civil Rights, College Athletics, *Colleges, College Students, Drug Use Testing, Freedom of Speech, Higher Education, *School Responsibility, School Security, *Student Responsibility, *Student Rights

Identifiers—ERIC Digests, Freedom of Assembly, Offensive Speech

This brief paper summarizes a full length report of the same title which examines the ongoing debate on the conflicting rights and responsibilities of students and college administrations in the areas of offensive speech, rights of assembly, drug testing and campus safety. On offensive speech and the rights of colleges and universities to regulate it, the courts have ruled against higher education institutions' prohibiting offensive or hate speech because institutional policies have failed to distinguish sanctionable speech from protected speech. Considerations concerning students' rights of association and assembly on campus include the following: that institutions should not deny groups recognition because the college or university does not agree with their views; that student groups should be treated the same as other groups provided they fulfill the same procedural and substantive requirements established by the institution; that colleges are within their rights to emphasize that acknowledgement of student groups does not indicate institutional approval of the group's views; and that student demonstrations on public college campuses cannot be prohibited on the basis of content or message. On

the status of mandatory drug testing for athletes, the courts in several jurisdictions have been unwilling to accept colleges' and universities' stated purposes for drug testing. With regard to institutional responsibility for student safety, the element of foreseeability has become a criterion in many states for determining college and university liability. (Contains five references.) (JB)

ED 355 861

HE 026 295

Grasping the Momentum of the Information Age.

Proceedings of the CAUSE Annual Conference

(Dallas, Texas, December 1-4, 1992).

CAUSE, Boulder, Colo.

Report No.—ISSN-1043-7290

Pub Date—93

Note—622p.

Available from—CAUSE, 4804 Pearl East Circle, Suite 302E, Boulder, CO, 80301 (\$45 members; \$75 nonmembers). Tape cassettes of program sessions provided by Resources Co., P.O. Box 647, Millersville, MD 21108 (\$7.50 for 1-5 tapes; \$7.25 for 6-11 tapes; \$7 for 12-23 tapes; full set of 69 tapes for \$429 plus shipping. Individual papers available to CAUSE members for the price of reproduction from the CAUSE Exchange Library. Pub Type—Collected Works - Proceedings (021) — Non-Print Media (100)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—Access to Information, Colleges, Higher Education, Information Centers, Information Dissemination, *Information Management, Information Needs, *Information Networks, *Information Retrieval, Information Scientists, *Information Services, *Information Technology, Information Transfer, Telecommunications, Universities, User Needs (Information), Users (Information), User Satisfaction (Information)

Identifiers—*Information Age, Information Exchange, Information Industry, Information Policy, Information Products, Information Providers, Information Strategies, Information System Users

Planners and presenters at this conference organized by CAUSE, the professional association of the development, use and management of information technology in higher education, all focused on giving participants practical "handles" for grasping the momentum of the current information era. An opening section provides summaries of the conference's general sessions including the keynote address, the ELITE Award and CAUSE/EFFECT Contributor of the Year luncheons, the Wednesday and Thursday general sessions, and the closing Current Issues Forum. A section on the professional program summarizes many of the sessions from the Current Issues discussion groups, Poster Sessions, Constituent Group meetings, and a news conference offering. Following this are the 49 presentations delivered at the conference, printed in full and grouped into the following eight "tracks": (1) leadership in strategic planning and management; (2) managing and working with shrinking resources; (3) changing responsibilities of personnel in information technology; (4) setting policies and standards for user support; (5) managing networking and telecommunications; (6) delivering information technology to executives; (7) how information technology fits into teaching and learning; and (8) management challenges for distributed services. Concluding sections contain material from participating corporate sponsors, information on a post-conference "Ask the Experts" session, a pictorial review of the conference, and a conference evaluation summary. (JB)

ED 355 862

HE 026 297

Helmick, Teresa A. And Others

The Employment Interview: Examining Dual Career Couple Issues.

Pub Date—92

Note—44p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Children, College Faculty, Department Heads, *Dual Career Family, *Employment Interviews, Higher Education, Spouses, *Teacher Attitudes

A study was done to explore interviewers' and interviewees' perceptions of the appropriateness and frequency of initiating dual career issues in the interview process in academic settings. The study included participants from two midwestern univer-

sities. A total of 113 department heads received questionnaires through campus mail. Approximately one half received questionnaires indicating that the questions addressed dual career issues together with a cover letter explaining the nature of the study. The other half received questionnaires that identified the issues only as relevant to the selection interview. Forty questionnaires usable for analysis were returned. In addition, letters and questionnaires were sent to 250 members of dual career couples of whom 117 sent back usable returns. Analysis of the responses found that interview topics viewed as highly appropriate for interviewees to initiate concerned promotions, vacation schedules, and schools for children. Topics viewed as less appropriate included children's issues, spouse's career, and commuter marriages. Information indicated that candidate initiation of child care or maternity issues was considered negative. Most department heads indicated that dual career issues should be raised during the interview by the interviewee especially if the candidate wants assistance for the spouse. The report contains specific recommendations for department heads and candidates. (Contains 28 references.) (JB)

ED 355 863

HE 026 298

Bromwich, David
Politics by Other Means: Higher Education and Group Thinking.
 Report No.—ISBN-0-300-05702-4
 Pub Date—92
 Note—257p.

Available from—Yale University Press, 92A Yale State, New Haven, CT 06520-7388 (330).
 Pub Type—Books (010)—Opinion Papers (120)
 Document Not Available from EDRS.

Descriptors—Conservation, Educational Philosophy, Ethnic Groups, General Education, *Higher Education, Liberal Arts, Liberalism, Literary Criticism, Political Influences, Political Issues, *Politics of Education

Identifiers—Liberal Radicalism, Political Correctness

This book takes a critical view of both the far right and far left positions concerning higher education, arguing that both sides aim to indoctrinate students in specific cultural and political dogmas and are in fact engaging in "politics by other means," whereas the purpose of genuine education should be to foster critical thinking and intellectual independence. The first chapter, "The New Fundamentalists" contains a selection of recent events to illustrate the problem. Chapter 2, "Moral Education in the Age of Reagan," reviews conservative issues and the historical foundations of American conservative thought. Chapter 3, "The Limits of Institutional Radicalism," examines the status of academic liberalism and its relation to traditions of higher education. Chapter 4 offers a defense of liberalism and the uses of tradition, a way of thinking that associates personal reflection with social morality and that sees both as modified by a tradition which can reform itself. Chapter 5 traces aspects of the recent evolution of literary study focusing particularly on the theoretical movement that laid the groundwork for recent group cultures. A concluding section notes the recent prominence of concerns about the status of these issues in higher education, and suggests that the state of the academy and the issues in politics are intimately connected. Includes an index and chapter notes. (JB)

ED 355 864

HE 026 300

Bunda, Mary Anne, Ed.
Instructional Exchange, 1992-1993.
 Western Michigan Univ., Kalamazoo. Office of Instructional Development and Univ. Assessment.
 Pub Date—92
 Note—26p.

Available from—Office of University Assessment, Western Michigan University, Kalamazoo, MI 49008-5767.

Journal Cit—Instructional Exchange; v4 n1-6 Sep-Mar 1992-93

Pub Type—Collected Works—Serials (022)
 EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adjunct Faculty, Assignments, *Classroom Techniques, *College Faculty, College Students, Feedback, Higher Education, Learning Strategies, Teaching Methods, Textbooks, Textbook Selection, Transfer Students

Identifiers—Diversity (Faculty), *Western Michigan University

The purpose of this newsletter, published six times yearly during Western Michigan University's

(WMU) fall and winter semesters, is to provide a forum for the exchange of information about instruction at the university. The first of six issues collected here looks at the contribution and role of adjunct professors. This issue includes a list of questions to help departments better welcome the adjuncts as colleagues, an essay on being a good teacher, and a brief article on the benefits of having these part-time professionals on campus. The second issue focuses on textbook selection and offers a selection checklist as well as discussion. An issue on helping students get the most out of textbooks covers learning to read actively, strategies for motivating students, an annotation strategy, and reading techniques. The fourth issue, on transfer students and their needs, looks at WMU services for these students, provides a faculty checklist of ways to help, and concludes by printing some of the transfer students' own suggestions on how to succeed at WMU. Seven principles for good practice in undergraduate education are the subject of the next-to-last issue. Those principles include encouraging student-faculty contact, encouraging cooperation among students, encouraging active learning, giving prompt feedback, emphasizing time on task, communicating high expectations, and respecting diverse talents and ways of learning. The final issue discusses the usefulness of feedback about classroom learning. Each issue also includes references. (JB)

ED 355 865

HE 026 302

Land, Elizabeth R. Land, Warren A.
A Proposal for the Implementation of Programs for Culturally Diverse Students on a Predominantly White University Campus.

Pub Date—Nov 92
 Note—15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Black Students, *College Students, Cultural Differences, Higher Education, Racial Relations, *Student Attitudes, *Student College Relationship, *Student Development, Teacher Role, Universities—White Students

Identifiers—Astin (Alexander W), Chickering (Arthur W), *Diversity (Student)

An analysis was done of methods for dealing with cultural insensitivity found on predominantly white university campuses and of strategies for remedying the dissatisfaction of students from minority groups with their college experience. The analysis used Arthur Chickering's vectors of development theory and Alexander Astin's theory of student involvement. Chickering's theory of vectors implies that college students deal with seven different developmental tasks which include developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose and developing integrity. Astin's theory is based on five postulates, two of which were found to be relevant to the study issues. They propose: (1) that the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program; and (2) that the effectiveness of any education practice is directly related to the capacity of that practice to increase student involvement. These theories were examined in relation to specific examples of programs for black college students being used by universities across the United States. The paper concludes that it is the responsibility of all faculty, staff and students to recognize and address the cultural insensitivities that minority students experience and to respond to unmet needs. (JB)

ED 355 866

HE 026 303

Paulston, Roland G. Liebman, Martin
Mapping the Space of Ideas in Comparative Education Discourse.

Pub Date—Nov 92
 Note—29p.

Pub Type—Opinion Papers (120)
 EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Cognitive Mapping, Cultural Influences, Higher Education, Intellectual Development, Political Influences, Social Influences, *Social Science Research

This essay demonstrates how the creation of cognitive maps by academics, as well as those individuals and social groups who want their "mininarratives" included in social discourses, will

move social research away from modernist and positivist failings, and open a dialogue among diverse social players. Cognitive maps are visual imageries depicting in two dimensions the researcher's perceived application, allocation, or appropriation of social space by social groups at a given time and in a given place. These demonstrate the attributes and capacity as well as the development and discernment of cultures and people operating within a social milieu. The cognitive map can provide an effective method for visually demonstrating the sensitivity of postmodern influences for opening social dialogue to those who are disenfranchised by modernist conventions. In addition the map provides the mapper access to understanding and gives all persons the opportunity to enter a dialogue to show where they are in society. The cognitive map reveals the known and perceived social inclusions while leaving space for further inclusions of social ideas. Finally, maps offer comparative researchers an opportunity to situate optimistically the world of ideas in a postmodern panorama, disallowing the promotion of an orthodoxy. Three sample maps are included. (Contains 17 references.) (Author/JB)

ED 355 867

HE 026 304

Jallade, Jean-Pierre
Access to Higher Education in Europe: Problems and Perspectives.

Commission of the European Communities, Brussels (Belgium); Council of Europe, Strasbourg (France)

Report No.—DECS-HE-9240

Pub Date—27 Aug 92

Note—42p.; Paper presented at the Joint Conference on Access to Higher Education in Europe (Parma, Italy, October 13-16, 1992).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, College Students, Educational Trends, Enrollment, Foreign Countries, Graduate Study, *Higher Education, School Organization, Trend Analysis, Undergraduate Study

Identifiers—*Europe, European Community, Europeans, European Universities

This report provides a synthesis of the principal trends concerning access to higher education in Europe. The paper treats five themes, the first of which, higher education structures, notes that the dominant trend is towards greater institutional diversity. A discussion of enrollment finds that France, Germany and Sweden have enrollment rates approaching 50 percent. In Spain one in three goes to university and in the United Kingdom only one in five goes on to higher education. In Central and Eastern Europe, enrollment figures are as low as 20 and 15 percent. A section on the European dimension of higher education notes that, though the number of students studying in another member country has been relatively low, it is likely that student mobility in the European context has risen and will continue to rise with the advent of several special programs and recent political changes. A final section on future prospects argues that the main international organizations concerned with higher education in Europe have all favored expansion in the number of students and in enrollment rates. These calls have been received with circumspection by national authorities and higher education establishments due to their more immediate preoccupations. (JB)

ED 355 868

HE 026 305

Neway, G. And Others
European Regional Consultation on Management and Administration of Higher Education in a Market Economy. (Plovdiv, Bulgaria, November 20-23, 1990). Reports.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-91/WS/16

Pub Date—[Nov 90]
 Note—72p.

Pub Type—Collected Works—Proceedings (021)
 EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Access to Education, *College Administration, Educational Trends, Foreign Countries, *Free Enterprise System, Futures (of Society), Government School Relationship, Higher Education, Management Systems, Politics of Education, Private Sector, Public Policy, School Organization, Strategic Planning, Supply and Demand, Trend Analysis

Identifiers—England, *Europe, Europe (West), European Community, Europeans, European Universities

This monograph presents four papers on the interaction of the market and higher education institutions in relation to the evolution of management and administrative patterns according to the requirements of new political and economic situations. In particular, the papers discuss the changes which a market ideology has brought to European higher education in the recent years. The first paper, "On Preparing for the Market: Higher Education in Western Europe. Changes in Systems' Management" by Guy Neave, looks at the ways in which systems management is changing Western European higher education and suggests that the expansion experienced during the years of mixed welfare state economies may not be sustainable after a conversion to market forces. The second paper, "Flexibility Production and Pattern Management: Two Basic Instruments of Strategic Planning of Higher Education Institutions" by F. A. van Vught considers features of strategic planning for higher education institutions based on the literature on planning and on the fundamental characteristics of higher education institutions. The third paper, "Higher Education, the State and Markets," by O. Kivinen and R. Rinne analyses several countries and their higher education systems in relation to markets and government including the United States, Western Europe, and Finland. The final paper, "The Management and Evaluation of the Entrepreneurial University: The Case of England" by R. Cowen looks at the process of alteration in the nature of the English university over the past 100 years. Each paper offers extensive references. (JB)

ED 355 869 HE 026 306

Obiakor, Festus E. And Others

The Politics of Higher Education: Perspectives for Minorities in the 21st Century.

Pub Date—21 Mar 93

Note—26p; Paper presented at the Annual Arkansas Association of Colleges for Teacher Education Spring Conference (Little Rock, AR, March 31, 1993).

Pub Type—Opinion Papers (120) — Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Access to Education, College Students, Equal Education, Futures (of Society), *Higher Education, Minority Group Influences, *Minority Groups, *Politics of Education, Racial Discrimination, Social Class, Social Influences, Study Skills

Minorities face a myriad of fundamental problems in educational programs. These problems are tied to ever increasing politics prevalent in higher education. Traditionally, politics has been linked to education raising questions concerning first, the role of higher education in reducing endemic problems confronting minorities, and second, the pursuit of educational goals by minority groups within the political setting. Since education continues to be the key for upward class mobility of minorities in the American society, there is a need for intrinsically engineered and institutionally established strategies that go beyond mere acceptability to productivity in higher education. Possible perspectives for minorities seeking to broaden their bases via education avenues in the future must include the development of time-management skills for goal-setting and goal-attainment of minority students. Institutions need to infuse multiculturalism into their programs through restructuring curricula, reforming testing and instruction, and adopt nontraditional methods. Four strategic phases can be identified for minorities in the 21st century: acceptance, acclimatization, responsibility and productivity. (Contains 49 references.) (Author/JB)

ED 355 870 HE 026 307

Farquhar, Robin H.

Canada's Human Resources Problem: A Many-Faceted Gem That's Tough to Crack.

Pub Date—24 Sep 90

Note—16p; Paper presented at the Annual Meeting of the Canadian Association of Data, Professional Services and Software Organizations (Ottawa, Ontario, September 24, 1990).

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Career Awareness, College Faculty, Colleges, *College School Cooperation, College

Students, Elementary Secondary Education, *Engineering Education, Engineers, Foreign Countries, Higher Education, High Schools, High School Students, Labor Market, *Labor Needs, Program Descriptions, *School Role, *Science Education, Sex Differences, Undergraduate Study, Universities

Identifiers—*Canada

This publication presents the text of a speech on Canadian higher education's response to anticipated science and engineering personnel shortages. The talk opens by reviewing the statistics about current and anticipated labor force needs in sciences and engineering, data on students' study interests, and changes in the demographics of higher education enrollment, all of which indicate declining numbers entering science and engineering at a time of anticipated increase in the need for such personnel. The paper goes on to describe the dismay of science faculties at the quality of students, students' dislike of many colleges' teaching methods in the sciences, and difficulties with encouraging women to enter the sciences. In light of these difficulties, the paper notes some steps taken by universities and national associations including efforts to promote women in the sciences, efforts to stimulate high school students' interests in the sciences, programs to pair students with faculty, special seminars for high school teachers, programs that bring high school students to college campuses, and a lecture series on women in the sciences. (JB)

ED 355 871 HE 026 308

Farquhar, Robin H.

Educational Teaching and Research under Scrutiny.

Pub Date—7 Jun 92

Note—14p; Paper presented at the Learned Societies Conference, CSSHE/CSSE Panel, (Charlottetown, Prince Edward Island, Canada, June 7, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Colleges, *Educational Research, Educational Trends, Foreign Countries, Futures (of Society), *Higher Education, Politics of Education, *Professional Associations, *School Business Relationship, *School Role, Teacher Education, Universities

Identifiers—*Canada, *Corporate Higher Education Forum (Canada)

This paper contains the text of a talk on how the business community should cooperate with higher education in Canada through their mutual association, the Corporate-Higher Education Forum. The paper briefly considers the differential impact of size of university in building cooperation with the business community and argues that size has only a secondary impact on capacity to cooperate in educational research. The paper goes on to look at the Forum including a review of recent activities of the Forum and the suggestion that other associations and bodies in Canada may be capturing the educational research field and addressing the issues that concern the nation while the Forum appears not to be addressing these issues. A review of the Forum's journal for the past 3 years found that of over 100 articles, not a single one was related to the research on kindergarten through 12th grade education or the preparation of professionals for schools. The paper argues that due to the lack of input from educational researchers, professionals dealing with the education crisis do so in a reflexive, strident, and defensive manner at significant cost to the nation. (JB)

ED 355 872 HE 026 309

Farquhar, Robin H. And Others

Case Study: Implementing Employment Equity at Carleton University.

Pub Date—6 Mar 91

Note—29p; Paper presented at the General Meeting of the Association of Universities and Colleges of Canada (Edmonton, Alberta, Canada, March 6, 1991).

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*College Administration, Data Collection, *Equal Opportunities (Jobs), Foreign Countries, Higher Education, Personnel Policy, Policy Formation, Program Descriptions, Program Design, *Program Implementation, Unions, Universities

Identifiers—*Carleton University ON

Carleton University (Ontario, Canada) has implemented an employment equity plan and has received a federal merit award for this program. The program has involved a concrete investment of time and resources for training, review of employment systems, implementation and monitoring, and ongoing attention at the senior policy level. At the outset the University did extensive planning and developed visible senior-level commitment to the effort. Consultation with unions and employee groups was ongoing. Data were collected in order to allow individuals to identify themselves as members of designated groups. This data collection effort was key to implementing the equity plan. In putting the plan in place a one-time employee census was also taken. Following data analysis, employment systems were reviewed to check for employment barriers which led to a number of changes. Those changes in personnel policy have significantly improved the organizational "climate." Five main elements of the equity plan are numerical objectives, remedies and procedures, a supportive equity environment, responsibility and accountability, and monitoring and evaluation. In addition, Carleton found that the importance of ongoing communications within the University was key to plan success. (JB)

ED 355 873 HE 026 310

Farquhar, Robin H.

The Importance of Knowing Ourselves.

Pub Date—22 Feb 93

Note—16p; Paper presented at the Association of Atlantic Universities Council's Special Session on "Autonomy and the Changing World" (Halifax, Nova Scotia, Canada, February 22, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Colleges, Decision Making, Financial Support, Foreign Countries, Governance, Higher Education, *Institutional Autonomy, Institutional Mission, Policy Formation, School Policy, *Self Evaluation (Groups), Sociocultural Patterns, *Universities

This speech focuses on the protection of institutional autonomy in higher education. The speaker opens by offering some of his own basic beliefs. The balance of the paper considers three key issues central to institutional autonomy. The first issue involves specific threats to autonomy: the socio-cultural mistrust of authority and institutions, the external control of most funding, and the rise of special interests groups within the university. The second issue focuses on how to find the right balance and establish principles or limits for determining how far the institution is prepared to go in sharing decision-making power before essential autonomy is lost. The final issue involves the causes of fear of encroachment including the danger of losing identity through losing autonomy, the awareness of the complexity and difficulty of responding to the threat, and finally a lack of confidence in decision-making abilities in key areas which must be the province of the institution itself. The paper concludes by arguing that the essential protection from damage through interference by others is to achieve internal consensus on values and priorities that is sufficiently precise to serve as a guide for concrete decision making. (JB)

ED 355 874 HE 026 316

Illicit Drugs and African American Youth in Summit University. A Summit University Anti-Drug

Initiative Task Force Report.

Minnesota State Dept. of Human Services, St. Paul.

Chemical Dependency Program Div.

Pub Date—Feb 92

Note—64p.

Pub Type—Reports — Research (143) — Information Analyses (070)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adolescents, *Black Youth, Cultural Influences, Data Collection, *Drug Abuse, *Illegal Drug Use, Information Needs, Information Services, Outreach Programs, Participation, Prevention, Referral, Research, State Legislation, State Programs, *Substance Abuse, Youth Problems, *Youth Programs

Identifiers—African Americans, *Minnesota (Saint Paul Summit University Area)

This report addresses the legislation passed by the 1990 Minnesota Legislature concerning the African American Youth Treatment Planning effort for providing five recommendations on prevention, treatment, and aftercare of drug abuse for this population. Based on a literature review and needs

assessment that entailed a demographic and socioeconomic study, service provider inventory, key informant interviews, youth focus meetings, and town meetings, the report shows that youth were not aware of many of the services available to them, that they relied on peers for information, and that youth who were involved in interesting activities were unlikely to sell drugs. The following recommendations are discussed: (1) improve information, referral, and outreach services to youth; (2) involve youth in the planning, implementation, management, promotion of programs that hope to affect youth problems; (3) provide compensated experiences for youth; (4) support African American families; and (5) offer youth opportunities to explore culturally-based values and mores. Appendices include lists of the members of the Summit University Anti-Drug Initiative Task Force, the key informants, and the participants of the town meeting. (Contains 73 references.) (GLR)

ED 355 875 HE 026 317

Social Marketing. Views from Inside the Government. 30th Anniversary Seminar Series.

Academy for Educational Development, Inc., New York, N.Y.

Pub Date—Oct 91

Note—59p; Extracts from presentations made at an Academy for Educational Development panel discussion (June 5, 1991). Foreword by William A. Smith.

Available from—Academy for Educational Development, Inc., 1255 Twenty-third Street, N.W., Washington, DC 20037.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Change, *Behavior Change, Disease Control, Federal Government, Government Role, Health Education, *Health Promotion, *Marketing, Mass Instruction, Mass Media Use, Personal Narratives, *Public Agencies, *Public Health, Safety Education, Seminars, Social Attitudes, Speeches

Identifiers—Public Service Advertising, *Social Marketing

This booklet contains excerpted remarks by government and public health officials concerning social marketing and its use. It is noted that the agencies they represent are among those that are considered pioneers in applying social marketing to some of the toughest problems facing America. Topics concerning government, public health, and the use of social marketing include such areas as Acquired Immune Deficiency Syndrome (AIDS), cholesterol control, drunk driving, and drug abuse. General discussions on marketing concepts and their use in public health education are also explored. A foreword by William A. Smith of the Academy for Educational Development identifies critical concepts of social marketing including the concept of exchange, the marketing mix, and the importance of audience research. Speakers are Terry Bellicha of the National Heart, Lung, and Blood Institute; Avraham Forman of the National Institute of Drug Abuse; Nancy Pielemeier of the U.S. Agency for International Development; Beverly Schwartz of the Centers for Disease Control; and Sharyn Mallamad Sutton of the National Cancer Institute. An Afterword entitled "Social Marketing in a Changing World: A Private Sector Perspective" by Porter/Novelli, a social marketing firm, concludes the booklet. (GLR)

ED 355 876 HE 026 318

Hansen, Gary. Terms of Endowment: A New A.I.D. Approach to Institutional Development.

Agency for International Development (IDCA), Washington, DC.

Pub Date—Dec 90

Note—22p.

Available from—Agency for International Development, Room 220, SA-18, Washington, DC 20523-1802 (33).

Journal Cit—Innovative Development Approaches; n3 Dec 1990

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Developing Nations, Economic Factors, *Endowment Funds, *Financial Support, Foreign Countries, Governance, Higher Education, Investment, Money Management, Philanthropic Foundations, Political Influences, Private Sector, Program Descriptions,

Program Development, Resource Allocation
Identifiers—*Agency for International Development, Costa Rica, Dominican Republic, Ecuador, Honduras, Portugal

This series issue presents a description and assessment of the Agency for International Development (AID) funded endowment concept as conducted by a number of AID Missions and host governments in Latin American and the Caribbean. These endowments are being used to strengthen and sustain the financial base of existing or new non-governmental institutions, including foundations and educational institutions; or to help in transferring important development functions that are poorly performed by the public sector. Topics discussed include: the creation, funding, expansion, and management of endowments; their dissolution; and issues of concern that could hinder host governments and donors from establishing a successful endowment. These issues include institutional displacement, organizational performance, political interference, and the rapid devaluation of an endowment due to such things as currency instability, rampant inflation, and government policies. Also discussed are issues concerning financial accountability in order to protect endowment resources, and the point at which AID responsibility for monitoring and exercising control over the management and use of endowment earnings ends. Names and descriptions of eight AID-funded endowments in Costa Rica, Ecuador, Honduras, the Dominican Republic, and Portugal conclude the report. (GLR)

ED 355 877 HE 026 319

Choy, Susan P. Kagehiro, Susan A. Student Financing of Graduate and First-Professional Education. Statistical Analysis Report.

Contractor Report.

MPR Associates, Berkeley, CA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-041686-8; NCES-93-076

Pub Date—Mar 93

Note—107p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Comparative Analysis, Expenditure per Student, Federal Aid, Fees, *Financial Support, Full Time Students, *Graduate Study, Higher Education, Parent Financial Contribution, *Paying for College, *Professional Education, State Aid, Statistical Data, Student Characteristics, *Student Costs, *Student Financial Aid, Tuition

This report profiles graduate and first-professional students enrolled in postsecondary institutions in 1989-90 and describes their education expenses, the sources and types of financial aid they received, the composition of their aid awards, and the availability of other sources of financial support, such as their own and spouse's earnings and savings and assistance from parents and friends. Chapters provide profiles of graduate and first-professional students, describing the institutions they attended and selected; the costs related to enrollment in a graduate or first-professional program; discusses the various sources and types of financial assistance used by graduate and first-professional students; provides information on the composition of student financial aid awards; and looks at sources of student financial support beyond financial aid. Among the findings are the following: (1) in 1989-90, 2 million students were enrolled in master's degree, doctoral degree, or other graduate programs, and an additional 300,000 students were enrolled in first-professional degree programs; (2) average total expenses for full-time graduate and first-professional students were \$15,290; (3) overall, 45 percent of all graduate and first-professional students received some type of financial aid; and (4) 23 percent of students receiving family support (including their own savings and earnings) received it from parents or other relatives, and 13 percent from a spouse. Appendices contain a glossary and technical notes. (GLR)

ED 355 878 HE 026 321

Serafin, Ana Gil

Teaching, Research, and Service: The Satisfiers of Education Faculty at Western Michigan University.

Pub Date—1 Apr 93

Note—19p; Paper presented at the Research Convocation of the College of Education, Western

Michigan University (Kalamazoo, MI, April 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Comparative Analysis, Correlation, Data Collection, *Full Time Faculty, Higher Education, *Job Satisfaction, Questionnaires, Research, Sex Differences, State Universities, *Teacher Attitudes, Teacher Education, Teacher Role, Teaching (Occupation)

Identifiers—*Western Michigan University

This report investigated a random sample of 54 (divided equally between male and female) full-time regular education faculty actively engaged in classroom activities at Western Michigan University in Venezuelan postsecondary education to learn: (1) their satisfaction levels with their role functions of teaching, research, and service; and (2) if there were differences between male and female respondents regarding teaching, research, and service. Data were collected using the English version of the Faculty Satisfaction Questionnaire. Two major hypotheses were tested using a correlation coefficient and the t-test for differences. Significant differences were found between female and male respondents when they were asked about their satisfaction with teaching with males expressing more satisfaction with their teaching role. No differences were detected regarding satisfaction with research and service in either group. Both males and females seemed equally satisfied with their research activities and with their service involvement. The correlations discovered support the literature in which positive and low correlations have been reported between teaching and research. Service remained undefined. Contains 18 references. (GLR)

ED 355 879 HE 026 322

Rasler, Michael L.

Development of a Sex Education Syllabus for Health Science at American River College. Emergence of Higher Education in America.

Pub Date—Feb 93

Note—103p; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cognitive Style, College Curriculum, Course Objectives, *Curriculum Development, Higher Education, *Instructional Development, *Instructional Materials, Literature Reviews, Models, Postsecondary Education, Research, *Sex Education, Study Guides, Undergraduate Study

Identifiers—*American River College CA

This practicum paper discusses the development, evaluation, and revision of a student sex education syllabus at American River College (California). The syllabus is intended to provide an alternative learning format to the traditional lecture format. After a review of the literature, it was decided to use a fill-in or sentence completion format for the syllabus. Then the following key topics were identified: (1) male and female reproductive systems, (2) birth control methods, (3) sexually transmissible diseases, (4) growth and development, (5) the right to be well born, (6) birth disorders, and (7) abortion. Learning objectives were defined for each topic, and main terms and concepts identified. Finally sentences encompassing objectives, concepts, and terms were developed and rewritten with blanks for key words and phrases. The first draft of the syllabus was evaluated by two experts at the College and changes were incorporated into the final draft. Literature review findings are discussed concerning the need for sexual information, the uses of supplemental materials, the effectiveness of these materials, alternative learning styles, and different models. The paper concludes with discussions of the implications and recommendations based on the American River College experience. It is concluded that the development of the student syllabus was a major improvement of the student learning process that existed in health science taught at American River College. The appendix (comprising two-thirds of the report) contains the Health Science Sex Syllabus itself which is intended to be used with the course textbook. Contains 28 references. (GLR)

ED 355 880 HE 026 323

Student Rights and Freedoms. Joint Statement on Rights and Freedoms of Students.

National Association of Student Personnel Administrators, Inc.

Pub Date—Jan 93

Note—13p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Access to Education, Citizenship, *Discipline Policy, Disclosure, *Due Process, Educational Policy, Equal Protection, Extracurricular Activities, *Freedom of Speech, Higher Education, Organizations (Groups), *School Law, School Policy, Student Records, *Student Rights, *Student School Relationship

This pamphlet provides interpretive notes on the principles of student freedom originally developed by a 1967 joint committee representing five associations concerned with higher education. As a result of interassociation meetings in 1990 and 1991 the original statement was reaffirmed and a task force developed these interpretive notes to reflect changes in law and higher education since 1967. The full text of the original statement is presented referenced with the interpretive notes. Areas covered are: (1) freedom of access to higher education; (2) freedom of discussion, inquiry, and expression within the classroom, as well as protection against improper academic evaluation and improper disclosure; (3) protection of student records; (4) the standards required for maintaining freedom in student affairs activities; (5) off-campus freedom of students in exercising their rights of citizenship; and (6) the procedural standards in disciplinary proceedings. Among the notes it is stated that students should be free from exploitation and harassment; that students have the right to be informed about institutional policies, practices, and characteristics; and that students who are brought before charges of academic dishonesty or other disciplinary matters must be afforded the safeguards of orderly procedures consistent with those within the joint statement. In addition, the notes provide clarification of those student affairs activities that warrant institutional protection from discrimination or other restrictions of student rights and freedoms. The pamphlet concludes with a list of the participating associations and endorsing organizations. (GLR)

ED 355 881

HE 026 324

Lang, Marvel, Ed. Ford, Clintia A., Ed.
Strategies for Retaining Minority Students in
Higher Education.

Report No.—ISBN-0-398-05820-2

Pub Date—92

Note—163p.

Available from—Charles C. Thomas, Publisher,
2600 South First Street, Springfield, IL
62794-9265 (\$32.95).

Pub Type—Collected Works - General (020) —
Books (010) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Academic Aspiration, *Academic Persistence, *Black Students, Case Studies, College Faculty, College Students, Cultural Centers, *Dropout Prevention, *Dropout Research, Higher Education, High School Seniors, Medical Education, *Minority Groups, Postsecondary Education, Racial Integration, *School Holding Power, *Student School Relationship, Undergraduate Study

This volume contains selected papers presented at National Black Student Retention Conferences between 1988 and 1991, that examine ideas concerning educational access and retention. The volume and papers are divided into three groupings which address: (1) The Psycho-Social Implications; (2) Model Strategies and Programs; and (3) Impacts of Faculty and Institutions. Papers and their authors are the following: "The Impacts of Academic and Social Integration for Black Students in Higher Education" (Oris T. Griffin); "The Relationship of Black Students' Achievement Motivation to Family Cohesion and Specific Aspirations" (Carmon Weaver Kiah); "Postsecondary Education Opportunities as Perceived by Black High School Seniors" (Omega S. Gardner); "Survival Conflict and Survival Guilt in African-American College Students" (Lisa Whitten); "The Fenway Retention Consortium Model: Progress to Date and Lessons Learned" (Bard R. Hamlen); "A Qualitative Investigation of Administrators' Assessments of Cultural Centers on Predominantly White Campuses" (Louise M. Tomlinson); "Measurement Strategies to Increase Black Student Retention: A Case Study" (Helen F. Giles-Gee); "Headway: A Multidisciplinary Approach to Retain Black Students in an Osteopathic Medical School" (Nancy L. Cooper); "Black Student Retention: The Role of Black Faculty and Administrators at Traditionally White Institutions"

(Alvin J. Schexnider); "The Shortage of Black Faculty in Higher Education: Implications for Black Student Retention" (Shirley Vining Brown); and "The Hidden Agenda in Black Student Retention" (Farrell J. Webb). Most papers include references. Contains an index. (GLR)

ED 355 882

HE 026 325

McCall, Chester H. Cannings, Terence
An Overview of the Comprehensive Seminar Pilot
Program.

Pub Date—Nov 92

Note—10p.; Paper presented at the California Educational Research Association Meeting (San Francisco, CA, November 12-13, 1992).

Pub Type—Reports - Descriptive (141) —
Speeches/Meeting Papers (150) — Guides -
Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Doctoral Programs, *Evaluation Methods, *Graduate Study, Higher Education, *Knowledge Level, *Pilot Projects, Program Effectiveness, Program Evaluation, Research Papers (Students), *Student Evaluation

Identifiers—*Pepperdine University CA

A study evaluated an alternative seminar and major paper approach to the traditional doctoral program comprehensive examination at Pepperdine University (California). The pilot project was conducted over a period of 6 trimesters and involved 28 students who had already completed their course work. Students were also involved in the development of the evaluation criteria, which was then approved by the faculty. The approach followed was to require that students participated in a weekly seminar which focused on the development of a 30-50 page report addressing a real problem and including a plan or proposal to address that topic. The paper was then reviewed by three faculty members without knowledge of the student's identity. The student later made an oral defense of his/her paper before the same faculty committee. Grades were composed of honors, pass, marginal pass, or fail. Post-program evaluation indicated that the students and faculty were overwhelmingly supportive of the seminar and paper approach. The approach was positively received by both students and faculty and appeared to have shortened the time for dissertation completion and was approved by the faculty to become an alternative to the classical comprehensive exams. (GLR)

ED 355 883

HE 026 326

Masser, John Wayne

Predicting Alumni's Gift Giving Behavior: A
Structural Equation Model Approach.

Pub Date—93

Note—183p.; Doctoral Dissertation, University of
Michigan.

Pub Type—Dissertations/Theses - Doctoral
Dissertations (041) — Tests/Questionnaires (160) —
Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Alumni, Colleges, Doctoral Dissertations, *Donors, Educational Finance, Fund Raising, Higher Education, Literature Reviews, Models, *Motivation, *Private Financial Support, Program Development, Questionnaires, Research Design, Research Methodology, Statistical Analysis, Universities

Identifiers—University of Michigan

This dissertation focuses on predicting alumni gift giving behavior at a large public research university (University of Michigan). A conceptual model was developed for predicting alumni giving behavior in order to advance the theoretical understanding of how capacity to give, motivation to give, and their interaction effect gift giving behavior. The study sample consisted of 110,010 respondents (44 percent response rate) to a 1986 University of Michigan Alumni Census survey. The study used structural equation models with latent variables and the Partial Least Squares (PLS) computer statistical package. The study revealed several theoretical findings as well as practical implications including that: (1) PLS model results provide a basis upon which to make market segmentation decisions for an alumni body; (2) PLS modeling technology make it possible to gauge the impact of a change in any exogenous variable on alumni gift giving behavior; (3) involvement of fund raising practitioners with students prior to graduation may assist in the transition from student to alumni donor; and (4) new electronic screening technologies will undoubtedly change the way institutions think about alumni research in the future. A seven point model for build-

ing effective alumni fund raising programs is provided. Appendices include the Alumni Census Questionnaire. (Contains 82 references.) (GLR)

ED 355 884

HE 026 327

Report on the Status of Racial and Ethnic Diversity in the Oregon State System of Higher Education: Minority Group Students, Faculty, and Professional Staff and Selected Administrators.

Oregon State System of Higher Education, Eugene.
Pub Date—22 May 92

Note—74p.

Pub Type—Reports - Research (143) — Information
Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aspiration, College Faculty, Comparative Analysis, Degrees (Academic), *Diversity (Institutional), Enrollment, Equal Opportunities (Jobs), *Ethnic Groups, Higher Education, *High School Graduates, *Minority Groups, *School Role, Secondary Education, *Student Financial Aid, Undergraduate Study
Identifiers—*Oregon State System of Higher Education

This report focuses on key educational and employment areas that might be correlated with efforts to achieve and maintain racial and ethnic diversity in the Oregon State System of Higher Education. Specifically, the report highlights Oregon high school students' college aspirations, estimated high school graduation patterns and college participation, enrollment and degrees awarded by educational level, educational outcomes in terms of high school and college freshman year academic performances, a profile of students receiving financial support, and the employment distribution of faculty, professional staff, and administrators. Also, where possible, national data are presented for comparative purposes. Observations and conclusions include the following: (1) 81 percent of Oregon's 1992 high school graduates plan on postsecondary education; (2) the cost of attending colleges and universities will continue to be a dominant factor for all students planning postsecondary education; (3) there is a lack of progress in recruiting and retaining minority group students at the graduate level; and (4) minority group undergraduate degree awards will increase due to better academically prepared students enrolling in the State System. It is noted that while the State System has made progress in lowering or eliminating barriers to enhancing racial and ethnic diversity, there needs to be a greater effort in achieving a climate of support within the institutions. Thirty-four tables and graphs present detailed data. Contains 11 references. (GLR)

ED 355 885

HE 026 328

Bennett, Barbara And Others

Student Activities. Managing Liability.

United Educators Insurance Risk Retention Group,
Inc., Chevy Chase, MD.

Pub Date—93

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, Demonstrations (Civil), *Extracurricular Activities, Higher Education, *Legal Responsibility, Postsecondary Education, Private Colleges, Public Colleges, School Policy, School Safety, School Security, *Student Organizations, Student Publications, *Student School Relationship
Identifiers—*Risk Management

This monograph suggests ways that college or university administrations can undertake a systematic and careful review of the risks posed by students' activities. Its purpose is to provide guidance in integrating the risk management process into a school's existing approaches to managing student organizations and activities. It is noted that no single approach has been found that will suit an institution permanently and in all cases, and that neither an arms-length or a sponsored (university-owned) approach provides an institution with an absolute shield from liability. The authors discuss the recognition and sponsorship of student activities in higher educational institutions, when campuses can be found to have legal responsibility for student activities, and ways in which colleges can effectively address the liability question. In addition, the report provides an Audit Guide for Student Activities form that helps the school's management identify the school's role, responsibilities, safety concerns, contractual policies and obligations, and its possible liability and indemnification. Four brief sample cases

are presented as inserts to illustrate the principles discussed. (Contains 27 endnotes.) (GLR)

ED 355 886

HE 026 329

Huntley, Helen S.

Adult International Students: Problems of Adjustment.

Pub Date—Mar 93

Note—15p.

Pub Type—Information Analyses (070)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Adjustment (to Environment), *Adult Students, College Students, Cultural Influences, Foreign Nationals, *Foreign Students, Graduate Study, Higher Education, Language Fluency, Maturity (Individuals), Postsecondary Education, Research, School Orientation, Social Integration, *Student Adjustment, Undergraduate Study

Identifiers—*Diversity (Student)

This paper examines research findings on adult international students and their adjustment problems while attending U.S. schools of higher education. Specific areas related to the adult student, some of which may also involve related issues of gender and country of origin, are discussed, as well as problem areas and hurdles unique to foreign students in the areas of language barriers, academic performance, social adjustment, and adjustment to support services. It is noted that adult international graduate students, whose enrollments are increasing beyond undergraduate levels, are subject to the same stresses of academic and personal life as are their American counterparts, but these stresses are compounded when the student is inserted into an unfamiliar culture and surrounded by a language of limited comprehensibility. Adults, moreover, have a tendency to manifest less flexibility than younger students, even to the extent of having lower food tolerances. Therefore, it is suggested that, for this group, periods of adjustment are needed that include English classes, cultural orientations, and peer support programs in order to help ease mature international students into a new and unfamiliar educational environment. (Contains 25 references.) (GLR)

ED 355 887

HE 026 330

Cook, Jeanne

Recruiting Is Only the Beginning: Strategies for Retaining Diverse Students on the Small, Liberal Arts Campus.

Pub Date—12 Apr 91

Note—7p.; Paper presented at the Annual Convention of the Central States Communication Association (Chicago, IL, April 11-14, 1991).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Colleges, College Students, Cultural Awareness, *Cultural Pluralism, Curriculum Development, *Educational Environment, *Educational Planning, Educational Practices, Faculty Recruitment, Foreign Students, Higher Education, Postsecondary Education, *School Role, *Student Recruitment, Universities

Identifiers—*Diversity (Student), Saint John's University MN

This paper discusses both short- and long-term strategies for creating a multicultural educational environment in institutions of higher education. It is based on the current struggle to enhance diversity at St. John's University, a small, liberal arts college in Minnesota. Diversity involves creating a climate where cultural differences are viewed as enriching rather than as problematic, and education becomes multi-cultural when the study of many cultures is the norm rather than the exception. The value of hiring a diverse faculty to act as role models for majority and minority students is stressed as is the development of a diverse curriculum beyond western civilization, maintaining student organizations that are diverse in membership, and making certain faculty, staff, and administration are culturally aware and sensitive. The following short- and long-term strategies are urged for creating such an environment: (1) encourage faculty to individually reconstruct their courses to include content from various cultural perspectives; (2) establish a minority affairs office; (3) commit a percentage of the school's budget to multicultural efforts; (4) regularly sponsor multicultural speakers and events; and (5) develop recruiting practices that aim at acquiring representatives of a variety of populations. (GLR)

ED 355 888

HE 026 331

Rhind, Constance And Others

The Effects of Proposed Modifications to the Pell Grant Program in S. 1150 and H.R. 3553. CBO Staff Memorandum.

Congress of the U.S., Washington, D.C. Congressional Budget Office.

Pub Date—Feb 92

Note—52p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, Economically Disadvantaged, Eligibility, *Federal Legislation, Federal Programs, Full Time Students, Higher Education, Parent Financial Contribution, Part Time Students, Paying for College, *Policy Formation, Program Descriptions, Program Design, Student Characteristics, Student Costs, Student Financial Aid, *Tuition Grants

Identifiers—Higher Education Act 1965, *Pell Grant Program

This Congressionally requested memorandum compares the Pell Grant provisions contained in the recent new versions proposed by the Senate and House with the current program. The first section describes the program, pointing out that students' eligibility for Pell Grants and the size of their awards depend on three factors: the amount they and their families are expected to contribute to their education, the cost of attendance, and whether the student attends part- or full-time. The second section describes characteristics of current Pell Grant recipients, noting that, as a result of the rather stringent eligibility and award rules, most Pell recipients have low family incomes; in fact, an estimated 72 percent of independent recipients' incomes fall at or below \$10,000. The final and longest section compares the current program with the new provisions. While both the House and Senate versions promote aspiring students' access to postsecondary education by reducing the amounts that students and their families pay for such education, the new provisions address this goal by raising the maximum award and by changing the rules that determine the size of the award, thus greatly expanding the amount of aid provided. Both bills exclude house and farm equity from financial resources for at least some families. They also permit financial aid administrators at postsecondary institutions to exercise discretion in setting awards, and allow at least some less-than-half-time students to receive Pell Grants. Both versions however, tighten the definition of independent students. An appendix contains a comparison table. (JB)

ED 355 889

HE 026 332

Balfour, Linda F. Comp.

Statistical Abstract of Higher Education in North Carolina, 1992-93. Research Report 1-93.

North Carolina Univ., Chapel Hill. General Administration.

Pub Date—Apr 93

Note—279p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—College Faculty, College Housing, College Libraries, Colleges, College Students, Community Colleges, Degrees (Academic), Enrollment, Enrollment Trends, *Higher Education, Paying for College, Private Colleges, *Statistical Data, Student Characteristics, Student Financial Aid, Teacher Characteristics, Transfer Students, Universities

Identifiers—*North Carolina

This abstract presents statistical data on higher education activities in North Carolina from simple counts of enrollment and degrees conferred to complex analyses of the flow of student transfers among institutions. Data for the abstract were assembled from information supplied by the colleges and universities for the 1992-93 academic year. Following a preface, introduction, and map of the state listing and locating the institutions, the data are presented in 11 sections: (1) current enrollment; (2) enrollment trends; (3) undergraduate transfers; (4) degrees conferred; (5) faculty; (6) library resources; (7) costs to students; (8) admissions; (9) student financial aid; (10) student housing; and (11) general (North Carolina University enrollment and allocations made to North Carolina private institutions and state legislative tuition grants for the year). Each of these sections contains extensive tables and figures presenting and illustrating the data. (JB)

ED 355 890

HE 026 333

A New Beginning for a New Century: Intercollegiate Athletics in the United States. Final Report.

Knight Foundation, Charlotte, NC. Commission on Intercollegiate Athletics.

Spons Agency—Knight Foundation, Inc., Akron, Ohio.

Pub Date—Mar 93

Note—19p.

Available from—John S. and James L. Knight Foundation, One Biscayne Tower, Suite 3800, 2 South Biscayne Blvd., Miami, FL 33131-1803.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Athletics, Colleges, *Educational Change, Educational Equity (Finance), Educational Finance, Equal Education, Governance, Higher Education, *Intercollegiate Cooperation, *School Policy, Sex Differences, Universities

Identifiers—Athletic Abuses, *Athletic Administration, Knight Report on Intercollegiate Athletics

This document is the final report of a commission charged with developing recommendations towards reforming intercollegiate athletics. It summarizes the reforms already in place and the challenges still to be addressed. The opening section notes the dramatic change in public perception of college athletics that have taken place over the 3 years since reform work began. This section also describes the reforms from those years including primarily the broad acceptance of the "one-plus-three" model for intercollegiate athletics, in which the "one" (presidential control) would be directed toward the "three" (academic integrity, financial integrity and independent certification). This model was advanced as higher education's only real assurance that intercollegiate athletics could be grounded in the primacy of academic values, and it is noted that the National Collegiate Athletic Association legislation has put this model formally in place. This section also describes the challenges still to come, particularly the cost explosion in a period of financial constraint and requirements of gender equity. A final portion argues that presidents of institutions must remain vigilant if reform is to be maintained. Appended is a sample statement of principles for an institution of higher education regarding the institutional control of athletics. (JB)

ED 355 891

HE 026 334

Sayette, Michael A. And Others

Insider's Guide to Graduate Programs in Clinical Psychology, 1992/1993 Edition.

Report No.—ISBN-0-89862-684-6; ISSN-1061-7132

Pub Date—92

Note—194p.

Available from—Guilford Press, 72 Spring Street, New York, NY 10012 (\$17.95).

Pub Type—Guides - Non-Classroom (055)—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Admission (School), Admission Criteria, *Clinical Psychology, Graduate School Faculty, *Graduate Study, Higher Education, Interviews, Research Projects, Selective Admission

This guide is designed to help the prospective clinical psychology graduate student go through the application and selection process necessary for acceptance. Chapter 1 describes the two predominant training models in clinical psychology and alternatives to the discipline itself. Chapter 2 covers the essential preparation needed to enter graduate school including course work, clinical experiences, research skills, entrance examinations, and extracurricular activities. Chapter 3 helps the user choose schools that fit their interests and needs, understand program admission standards, and get started. Chapter 4 is a guide to the application procedure: forms, curricula vitae, personal statements, letters of recommendation, academic transcripts, and so on. Chapters 5 and 6 discuss the challenges of interviews, and the complexities of making final decisions with the help of several worksheets and concrete examples. In developing the book the authors conducted original studies of accredited clinical psychology programs. The results provided information, given in an appendix, of programs that address specific research areas, the number of faculty in that area, and whether they receive grant funding. Other appendices contain a suggested time line; worksheets for choosing schools, assessing program criteria, and making final choices; and a list of specialty clinics and practice sites. (JB)

ED 355 892

HE 026 335

Harris, Mathilda

The International Business Curriculum in Independent Liberal Arts Colleges and Universities. A Report.

Council of Independent Colleges, Washington, D.C. Pub Date—[Mar 93]

Note—28p.; This report was made possible by a grant from the H.J. Heinz Company Foundation. Available from—Council of Independent Colleges, One Dupont Circle, Suite 320, Washington, DC 20036 (\$7).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Business Administration Education, Comparative Analysis, *Curriculum Development, Differences, Educational Trends, Higher Education, *Institutional Characteristics, Institutional Mission, *International Education, *Liberal Arts, *Private Colleges, Questionnaires, Second Language Learning, Study Abroad, Undergraduate Study

Identifiers—Council of Independent Colleges, International Business, *International Business Education

This study explored the international business programs of small-to-moderately sized private colleges and universities. The study had three phases: identification and curricular analysis of a small core group of Council of Independent Colleges (CIC) institutions with representative international business curricula; a broader survey of a larger sampling of private liberal arts colleges and universities via questionnaire; and comparison of data with those from other sectors within higher education. The first phase involved 11 colleges and a consortium and results indicated that all these institutions shared an approach to international business programs that is unique to independent colleges: they require a foreign language; provide overseas experience for students; coordinate internships in business; and offer a good merger between liberal arts and business courses. The national survey found that in comparing CIC schools with the national picture, differences centered on reasons for internationalizing, curriculum, organizational structure, foreign language instruction, faculty characteristics, collaboration with government and business, international experiences for students, and institutional issues. The report concludes that in light of the current and growing importance of international business and training, liberal arts institutions, by their nature and missions, are well positioned to be successful. (Contains six references.) (JB)

ED 355 893

HE 026 336

Burn, Barbara B. And Others

Program Review of Study Abroad.

State Univ. System of Florida, Tallahassee.

Report No.—BOR92-2

Pub Date—Dec 92

Note—124p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Agency Cooperation, College Students, Community Colleges, Higher Education, International Education, *Program Design, *Program Evaluation, Program Improvement, Student Characteristics, Student Exchange Programs, *Study Abroad, Undergraduate Study

Identifiers—*State University System of Florida

Three consultants participated in the 1992 review of study abroad programs at the nine campuses in the Florida State University system: Dr. Barbara Burn (lead consultant), Dr. Shelton Cole, and Dr. Charles A. Flizzio. The review was based on site visits to three of the universities, interviews with personnel from the other six institutions, and self-studies provided by all the institutions. The review found that the State University System (SUS) study abroad programs are impressive in their scope, in the institutional commitment they enjoy, and in the dedication of many faculty and staff at the different universities. This is noteworthy because, at a number of the universities, a heavy teaching load inhibits faculty members from taking on the extra duties that study abroad programs would entail. In addition, study abroad for SUS institutions faces special challenges because of the composition of the student body. A high proportion of SUS students are part-time, commuters, community college transfers, minorities, and majors in business and engineering, thus producing a student profile unlike that of traditionally typical study abroad students.

The study found that program improvement could include the following: (1) improved coordination with community colleges; (2) increased participation through various strategies and program models; (3) enhanced administration for fairness and effective management; (4) requirement of 1 year of college level foreign language study; (5) systematic evaluation; (6) professional development for study abroad program administrators; and (7) encouragement for students to consider participation in programs of institutions other than their own. (JB)

ED 355 894

HE 026 337

Haugland, Marlene And Others

The Bottom Line.

Oregon Workforce Quality Council.

Pub Date—Jan 93

Note—28p.

Pub Type—Reports—Evaluative (142)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Communications, Delivery Systems, Economic Factors, Education Work Relationship, Elementary Secondary Education, Futures (of Society), Higher Education, *Labor Force, *Long Range Planning, Needs Assessment, Private Sector, Public Sector, School Business Relationship, *State Legislation, State Programs

Identifiers—Oregon

This document evaluates the present needs and future shape of the Oregon workforce and recommends strategies for both public and private sectors and for communication. The first section provides a background to the issues of the state's changing economy by describing global and national economic changes and recent state legislative responses, and giving an analysis of the beneficiaries of change. The report goes on to describe the work of the Oregon Workforce Quality Council and its three-part (public, private, and communication) strategy. Three final sections address each of these areas. The goals of the public sector strategy are: Oregon schools with world class academic standards, smooth transition from school to work, training and placement aimed at high-wage jobs, and employers accessing a full range of business services. The vision for the private sector includes high-skill jobs in all areas of the state, high-performance firms, high level investment, cooperation between labor, business, and education, and expansion of the apprenticeship model in new industries and jobs. The communication vision entails taking a long-range view of expectations, engaging citizens in an effort to change the way business is done, and demonstrating that bottom-up solutions work best. An appendix gives benchmark priorities in tabular form, a list of regional workforce committees, and an annotated list of public sector partners. (Contains 16 references.) (JB)

ED 355 895

HE 026 338

Banta, Trudy

Critique of a Method for Surveying Employers.

AIR Professional File.

Association for Institutional Research.

Pub Date—93

Note—10p.

Available from—Association for Institutional Research, 314 Stone Bldg., Florida State University, Tallahassee, FL 32306.

Journal Cit—AIR Professional File; n47 Win 1993

Pub Type—Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alumni, *Education Work Relationship, Employer Attitudes, Employer Employee Relationship, *Employers, Graduate Surveys, Higher Education, Individual Characteristics, *Outcomes of Education, *Questionnaires, *Research Methodology

Identifiers—University of Tennessee Knoxville

In 1989, the University of Tennessee, Knoxville, brought together six diverse public institutions in Tennessee to study the implications of the quality improvement methods of Edwards Deming and others for their own assessment programs. Later, five of these institutions—a technical institute, a community college, a comprehensive university, a doctorate-granting institution, and the state's land-grant and research university—built upon an alumni survey program to develop a method for surveying the employers of graduates responding to this survey. This paper provides both a description and a critique of this method. In spring 1990, each institution sent alumni surveys to its 1987-88 graduates, following up with a letter to each employed respondent re-

questing permission to mail a questionnaire to his/her supervisor. On receiving permission, the employer questionnaire was sent to the supervisor with a copy of the graduate's signed permission statement. Data on employers' opinions concerning the importance of various aspects of the graduate's education and performance were summarized for all participating institutions. Results indicated that the study produced an employer survey capable of serving the interests of two- and four-year institutions and for attracting a high rate of return on the part of employers. The methodology also incorporated an alumni questionnaire that contributed important information about alumni background characteristics and college experiences. However, relatively few alumni gave permission for subsequent contact with employers, and findings of the employer survey were so positive that they appear to be systematically biased and suggest questions of survey utility. Study experience suggests that no matter how good the questionnaire, this methodology has inherent problems. (Contains 34 references.) (JB)

ED 355 896

HE 026 339

Raggatt, Peter

Serving Individual Needs: The New Challenge for Distance Education.

Pub Date—21 Sep 92

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, *College Role, *Distance Education, Educational Technology, *Educational Trends, Experiential Learning, Foreign Countries, Higher Education, Independent Study, *Individual Differences, *Individualized Instruction, *Open Universities, Prior Learning, Student Development, Telecommunications

This paper briefly identifies a number of contemporary pressures for change which condition the way universities will behave and which provide both opportunities and threats for the future; it then goes on to consider the implications for distance education universities. Pressures on universities include such factors as the growth of other organizations that create and deal in knowledge, increasing access to higher education, and the new "vocationalism." In the discussion of the implications of these pressures, the role of distance education in enabling students to combine work with progress to higher level qualifications, the importance of technology, and the limitations of current models are considered. A final section looks at individualized learning as the major new challenge to distance education despite the fact that it is expensive and difficult to deliver in a distance education setting. Particular attention is given to two initiatives which are exploring a more individualized system of student learning in distance education. One is concerned with the award of credit for the knowledge and abilities that students have developed but which are not recognized through formal qualifications. The other initiative, a course called "Personal and Career Development," is directed towards helping students to clarify their educational, personal and career goals and develop an action plan to facilitate their achievement of these goals. (JB)

ED 355 897

HE 026 340

van Schoor, W. A.

Institutional Relevance in Distance Education: The Role of Strategic Planning.

Pub Date—13 Nov 92

Note—11p.; Paper presented at the World Conference of the Council for Distance Education (16th, Bangkok, Thailand, November 9-13, 1992).

Pub Type—Opinion Papers (120)—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Change Strategies, College Role, *Distance Education, Educational Quality, *Educational Trends, Foreign Countries, Higher Education, Labor Force, *Long Range Planning, *Strategic Planning

Identifiers—*South Africa, Stakeholders, University of South Africa

This paper discusses strategic planning for and the expansion of distance education in South Africa as a way to meet the demand for higher education while ensuring that such education is relevant to the stakeholders. An analysis of the forces changing higher education in South Africa notes the increased demand for higher education, the need to maintain quality in the face of increasing numbers and diminishing resources, the need for technological development and a skilled work force to drive a

technology-based economy, and the constantly decreasing government subsidy to university operation—all trends that call for a pro-active response. Next discussed is the role of distance education as a likely way to address the pressures on universities. This response must use strategic planning to produce a pro-active plan and a control procedure to maintain relevance. A six-phase model for such strategic planning is presented. The phases are: (1) commitment to planning; (2) establishment of the official mandate; (3) data-gathering; (4) synthesis of data into appropriate projects; (5) implementation of project plans; and (6) outcomes evaluation. (Contains 16 references.) (JB)

ED 355 898 HE 026 341

Johnson, Karen A.

Perceptions of Communication Patterns in Higher Education.

Pub Date—11 Nov 92

Note—33p; Paper presented at the annual Mid-South Educational Research Association meeting (Knoxville, TN, November 11-13, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Role, Classroom Communication, College Faculty, College Students, Communication Research, Higher Education, Interpersonal Communication, *Organizational Communication, Questionnaires, *Student Attitudes, Student Role, *Teacher Attitudes, Teacher Role

This study examined the perceptions of a cohort of students, faculty, staff, and administrators concerning the vertical and horizontal flow of information at a selected university. Seventeen students, six faculty, five staff, and six administrators participated in the study. Q-methodology served as the data analytic procedure and Q-sorts were structured to include statements about upward, downward, and horizontal communication. Subjects sorted 39 cards with statements about communication into 7 piles based on a Likert-type scale according to subjects' level of agreement with the statements. A factor analysis allowed subjects to be factored across the series of test items, resulting in "clusters" of persons relative to the given construct. Results of the study indicate that most participants had similar perceptions about communication on their campus and that their communication activities and perceptions appeared to be structured according to their roles in the organization. It also appeared that most individuals stayed within their clearly defined roles in terms of communication perceptions and behavior, although a few stepped out of their roles because they were disillusioned about communication on campus. The study instruments and matrix tables are included. (Contains 19 references.) (Author/JB)

ED 355 899 HE 026 342

McKinnon, Norma And Others

Faculty Evaluation at Atlantic Baptist College.

Pub Date—Mar 93

Note—28p.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, *College Faculty, *Evaluation Methods, Faculty Development, Faculty Evaluation, Foreign Countries, Higher Education, *Program Design, Teacher Attitudes

Identifiers—Atlantic Baptist College NB

Atlantic Baptist College (New Brunswick, Canada) has adopted a faculty evaluation program based on the work of a committee of administrators and faculty representatives. The program was initiated out of the administration's desire to foster academic excellence and faculty development through a more systematic evaluation procedure. The committee developed a first draft and presented it to the faculty and administration. Faculty discussion and input focused on classroom visitation and the role of the Academic Vice President as well as the method for weighing different evaluation components. The plan requires each faculty member to develop and submit a 3-year individual plan for professional development and to consult with the Academic Vice President about executing their plan. The second half of the paper is a copy of the final faculty evaluation program which covers policy, program goals, procedures, classroom visitation policy and procedure, and a self-evaluation form. Appended are policies on the faculty development plans and a sample 3-year plan. (JB)

ED 355 900

Wolverton, Mimi

Total Quality Management in Higher Education: Latest Fad or Lasting Legacy? Policy Briefs of the Education Policy Studies Laboratory. No. 93-01.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date—Mar 93

Note—8p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Principles, Administrative Problems, *College Administration, Colleges, Community Colleges, Educational Quality, *Higher Education, Policy Formation, Postsecondary Education, Program Administration, Quality Control, State Programs

Identifiers—*Total Quality Management

This policy brief examines the fundamental principles that undergird the current Total Quality Management (TQM) movement, describes application examples and discusses application problems particular to higher education. An opening section reviews the basic premises of TQM and differentiates between two perspectives on the approach: the first sees TQM as a management system with customer satisfaction as the crucial element, and the second sees TQM as a philosophy fostering change in the culture of the organization. Samples of institutions from universities to community colleges are described in order to demonstrate the various ways the TQM approach can be applied in higher education settings. These applications are grouped as follows: unit-wide initiatives; institution-wide two-year college initiatives; institution-wide four-year college initiatives; and state-wide initiatives. The paper examines challenges to TQM implementation in higher education in the areas of customer image, faculty identity, reward systems, and tenure systems. A look at common implementation mistakes covers lack of leadership and commitment at the top, insufficient base of support, failure to recognize costs, failure to recognize the complexity and difficulty of solving some problems, and confining efforts to administration and support functions. It is concluded that acceptance of TQM at the faculty/teaching level is far off. (JB)

ED 355 901

Gilmore, Jeffrey L. Price, Kathleen C. Ed.

Study Examines Price and Quality in Higher Education. Research in Brief.

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—IS-91-928

Pub Date—Mar 91

Note—4p. For the complete report summarized here, see ED 326 146.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Quality, Evaluation Methods, Higher Education, *Institutional Characteristics, Institutional Research, *Outcomes of Education, Private Colleges, School Holding Power, Selective Colleges, *Student Costs, *Tuition

This research brief summarizes the findings of a recently completed study entitled "Price and Quality in Higher Education," by Jeffrey L. Gilmore. The report examines "two unquestioned assumptions" now operating in American higher education: that there is a positive correlation between cost and quality in higher education and that colleges have a positive impact on student learning and progression toward a degree. Using data on 593 private liberal arts colleges from the 1985-86 academic year, the study first assesses the relationships between tuition and traditional measures of institutional quality: selectivity, reputation, financial and physical resources, curricular diversity, and student-faculty ratios. The study concluded that a significant, positive correlation exists between tuition and such indicators. However, the analysis also revealed a wide range of quality within each price class. An effort to measure the effects of institutional finances, characteristics, and program on students' education progress showed that although a combination of student and institutional characteristics explained more than 60 percent of college effectiveness in promoting students' educational progress, price alone had a significant direct effect on student outcomes. Price was found to have the second highest overall impact on college completion with student ability ranking first. (JB)

HE 026 343

ED 355 902

Teichler, Ulrich, Ed. Wasser, Henry, Ed.

German and American Universities: Mutual Influence—Past and Present. Werkstattberichte 36.

Kassel Univ. (West Germany). Scientific Center for Professional and University Research.

Spons Agency—City Univ. of New York, N.Y. Graduate School and Univ. Center.

Report No.—ISBN-3-88122-705-9

Pub Date—92

Note—148p; Papers presented at the conference, "German and American Universities: Mutual Influences in Past and Present" (New York, NY, May 1991).

Pub Type—Collected Works - Proceedings (021) **EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Community Colleges, *Comparative Education, Cooperative Programs, Cultural Influences, Educational Change, *Educational History, Foreign Countries, Higher Education, *Influences, Institutional Characteristics, Institutional Research, Student Exchange Programs, Study Abroad, Universities

Identifiers—Academic Tradition, German History, *Germany, *United States, West Germany

The nine conference papers presented in this report offer analyses of the German and American university systems and their interactions as well as discussions of significant issues in contemporary higher education generally. Papers were solicited from leading scholars on both sides of the Atlantic and assigned to four related categories. Two papers, "Historical Interaction between Higher Education in Germany and in the United States" by Dietrich Goldschmidt, and "Crossing the Boundary: German Refugee Scholars and the American Academic Tradition" by Karen J. Greenberg, explore the historical interaction between higher education in Germany and the United States over the past two centuries. Two papers highlight personal policy experience in trans-Atlantic cooperation and exchange. They are: "The Need for Trans-Atlantic Cooperation and Exchange of Concepts" by Elaine El-Khawass and "The Changing Framework of Trans-Atlantic University Interaction" by David C. Knapp. The research paradigm in both countries is explored in "The Impact of United States Higher Education on German Higher Education Reform and Innovation Debates" by Claudius Gellert. Henry Wasser, in "Comparing German and American Higher Education: Some Examples," compares German Fachhochschulen and American Community Colleges. A final group centers on study abroad programs: "Study Abroad: Students' Perceptions and Experiences" by Ulrich Teichler and "Student Exchange-A Case Study" by Barbara B. Burn. A final section summarizes the commentary and discussion given in response to each paper at the conference. Each paper cites several references. (JB)

ED 355 903

Maiworm, Friedhelm And Others

ECTS in Its Year of Inauguration: The View of the Students. ERASMUS Monographs No. 15. Werkstattberichte 37.

Commission of the European Communities, Brussels (Belgium).

Spons Agency—ERASMUS Bureau, Brussels (Belgium).

Report No.—ISBN-3-88122-722-9

Pub Date—92

Note—133p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, *College Credits, Foreign Countries, Formative Evaluation, Higher Education, Institutional Research, *International Educational Exchange, Program Development, Program Effectiveness, Program Evaluation, *Student Attitudes, Student Exchange Programs, Study Abroad, Surveys

Identifiers—Europe, European Community, *European Community Course Credit Trans Sys

This study evaluated the European Community Course Credit Transfer System (ECTS), an experimental pilot project designed to evaluate possibilities of credit transfer within the European Community as a means of academic recognition. The ECTS program furthers student mobility within the Community by encouraging students to undertake a substantial period of study in another Community Member State. The study, conducted in the program's first year, involved a 70-question questionnaire administered to 510 students of whom 66.5 percent responded. The students were sur-

veyed in the months after they completed their study abroad experience. Results indicated the following: that 25 percent had serious problems regarding the award of credits and credit transfer; that the formal mechanisms of the ECTS pilot were not well established in the first year; that students were admitted to 98 percent of courses they had chosen originally; that the average number of credits transferred was 95 percent of those awarded during the study period abroad; that knowledge of the host country's culture and society increased substantially during the study abroad period; that the personal value of the experience was viewed positively by most students; and that student experience varied in relation to field of study. Extensive tables present the study data throughout. (JB)

ED 355 904 HE 026 347

Seymour, Daniel Collett, Casey
Total Quality Management in Higher Education: A Critical Assessment.

Report No.—ISBN-1-879364-21-2

Pub Date—91

Note—34p.

Available from—GOAL/QPC, 13 Branch St., Methuen, MA 01844 (1-25 copies: \$10.95 each; 26 or more: \$9.95 each).

Pub Type—Reports - Evaluative (142) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Administrative Problems, *Administrator Attitudes, *College Administration, Community Colleges, Higher Education, Private Colleges, Public Colleges

Identifiers—*Total Quality Management

This study attempted a comprehensive, critical assessment of Total Quality Management (TQM) initiatives in higher education. A survey of 25 institutions (including community colleges, private four-year colleges and universities and public colleges) with experience with TQM was developed and used. The survey utilized, attitude scales designed to measure the seven criteria used in the evaluation procedures for a national TQM award, and open-ended questions that examined benefits and frustrations and predictions for the future. Eighty-three individuals from 22 institutions responded. Results indicated that institutions are using TQM most commonly in administrative units and that resistance to TQM in the academic areas is perceived. Institutions reported that they implemented TQM due to external influences, specific events, budget and competition pressures, or an evolution of interest. Many noted confusion or lack of specificity about implementation plans. Many found flow charts to be the most useful TQM tool. Respondents noted that the cultural and attitudinal change that sees students as customers was the most essential and the most difficult. Key benefits included giving people a voice, more listening, climate change, bringing people together, and problem prevention. (JB)

IR

ED 355 905 IR 015 964

Perkins, Bob

Differences between Computer Administered and Paper Administered Computer Anxiety and Performance Measures.

Pub Date—Feb 93

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, Comparative Analysis, *Computer Assisted Instruction, *Computer Assisted Testing, Computer Science Education, Graduate Students, Higher Education, Hypermedia, Inservice Teacher Education, *Performance Factors, Predictor Variables, Preservice Teacher Education, Pretests Posttests, Sex Differences, Student Attitudes, *Test Format, Undergraduate Students

Identifiers—*Computer Anxiety, *Paper and Pencil Tests

This research investigated whether computer anxiety is different if the measure is administered by computer rather than by paper and pencil. The study compared two groups of students (N=83) who were gathered from three undergraduate sections and one graduate section of a required computer class for in-service and pre-service teachers using anxiety level and performance as measures.

Both groups took a written pretest; but one group was administered an anxiety scale (pre and post) and posttest on the computer using a HyperCard stack, while the other group used a paper and pencil version of these measures. Other variables, including owning a computer, graduate versus undergraduate status, previous use of computers, and gender, were also investigated. Statistical analysis of the data revealed there was no significant difference on any variable between the two test administration formats; computer ownership had an effect on both performance and anxiety; anxiety level was higher for graduate students; and females, while starting and ending with lower performance and anxiety levels, made higher gains in performance and decreased their anxiety levels. (Contains 12 references.) (ALF)

ED 355 906 IR 015 965

Jones, Judy I. And Others

Distance Education: A Cost Analysis.

Iowa State Dept. of Education, Des Moines. FINE (First in the Nation in Education) Foundation; Research Inst. for Studies in Education, Ames, IA.

Pub Date—Nov 92

Note—88p.

Pub Type—Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cost Effectiveness, Cost Estimates, *Distance Education, *Educational Technology, Elementary Secondary Education, Evaluation Methods, *Interactive Video, Interviews, *Telecommunications

Identifiers—Compressed Video, Fiber Optics, Microwave Transmission

This report provides administrators, school boards, and policymakers with data to help them in the decision making process related to distance education systems. A literature review covers theories of distance education, distance education today, the economics of distance education, distance education and technology, transmission systems, and distance education classrooms. Results of a cost analysis that utilized face-to-face, telephone, and written interviews to identify costs required to design, build, and install a distance education system are presented. Costs are summarized and categorized in two sections: the first section deals with the costs of fiber, microwave, and compressed video systems; the second section deals with the interactive distance education classroom costs. Supplemental materials include: (1) flow charts of the three types of systems; (2) a table of cost comparisons; (3) a description of the Iowa Communication Network; (4) a directory of interview sources; (5) an outline of considerations for setting up a distance education system; (6) tables of detailed cost estimates for each type of system; (7) sample microwave path studies and profiles; (8) classroom designs and equipment lists; and (9) Iowa Narrowcast Advisory Committee Classroom Equipment Specifications. (Contains 114 references.) (ALF)

ED 355 907 IR 015 966

Educational Research, Development, and Dissemination Excellence Act. Report Together with Minority Views to Accompany H.R. 4014, House of Representatives, 102d Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—House-R-102-845

Pub Date—12 Aug 92

Note—136p.

Pub Type—Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Budgeting, *Educational Development, *Educational Research, Federal Government, *Federal Legislation, Government Role, *Information Dissemination, Long Range Planning, Public Agencies, Research and Development

Identifiers—Office of Educational Research and Improvement, Proposed Legislation

This report on the Educational Research, Development, and Dissemination Excellence Act (H.R. 4014), an act to amend the General Education Provisions Act and reauthorize the Office of Educational Research and Improvement through 1996, presents background on the legislation, including a summary of 15 hearings held between 1987 and 1992 and a National Academy of Sciences report on the federal education research and development effort.

fort. An explanation of the bill and committee views is then provided; highlights include general provisions, the National Education Research Policy and Priorities Board, national research institutes, the national education dissemination system, the National Library of Education, leadership for education technology, Congressional Budget Office cost estimate, and a section-by-section analysis. The General Education Provisions Act is presented with proposed amendments, and minority views on H.R. 4014 are summarized. (ALF)

ED 355 908 IR 015 967

Reed, W. Michael Rosenbluth, Gwendolyn S.

The Effect of HyperCard Programming on Knowledge Construction and Interrelatedness of Humanities-Based Information.

Pub Date—[92]

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authoring Aids (Programming), Cognitive Structures, *Computer Assisted Instruction, Educational Research, High Schools, History Instruction, *Humanities Instruction, *Hypermedia, Schemata (Cognition)

Identifiers—HyperCard, West Virginia

The purpose of this study, unique in that it centered on students as creators rather than users of programs, was to determine whether collaboratively creating HyperCard stacks that presented information on four decades (i.e., the 1920s, the 1930s, 1945-60, and the 1960s) affected the amount of knowledge and the interrelatedness of informational units students had on the assigned decades. Specifically, this study was an investigation of the effect of a month-long instructional unit focusing on HyperCard and factors influencing the values of different decades on knowledge development and the interrelatedness of those knowledge structures. Thirteen upcoming high school seniors participated in this study as part of the 1991 West Virginia Governor's Honors Academy, a 4-week, summer residential, academic enrichment program attended by 165 students from throughout the state. The 13 students self-selected a strand of instruction called "Hyper-Humanities" from a list of 11 instructional strands. The students received both HyperCard and humanities instruction. Results indicated that students engaging in the development of HyperCard-based programs featuring the various factors affecting the values of certain decades promotes an increased awareness of the interrelatedness of these factors; and these changes in perceptions were due to the linking nature of the HyperCard authoring language. (Contains 23 references.) (ALF)

ED 355 909 IR 015 968

Liu, Min

The Effect of Hypermedia Assisted Instruction on Second Language Learning through a Semantic-Network-Based Approach.

Pub Date—Feb 93

Note—39p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Clearwater, FL, February 17-23, 1993).

Pub Type—Reports - Research (143) - Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, College Students, *Computer Assisted Instruction, Educational Research, *English (Second Language), Field Dependence Independence, Foreign Students, Graduate Students, Higher Education, *Hypermedia, *Learning Strategies, Pretests Posttests, Schemata (Cognition), Second Language Instruction, Semantics, Statistical Analysis, Student Attitudes, Tables (Data), Vocabulary Development

Identifiers—*Computer Anxiety, Learning Environments

This study investigated the effect of hypermedia on enhancing vocabulary learning among non-native English speakers. Participants were 63 volunteer, international graduate students, enrolled in an Intensive English Program, English as a Foreign Language, or graduate program at a mid-Atlantic university. Variables measured included vocabulary learning, computer anxiety and attitude, and learning patterns. Treatment consisted of five sessions using hypermedia coursework, followed by a post-test and retention test 2 weeks later. A statistical analysis of the data showed that the participants' performance in achievement increased significantly; computer anxiety decreased; performance in achievement was found to be related to the levels of

computer anxiety; and findings on the effects of field dependence/independence were conflicting. The paper provides the theoretical assumptions for a semantic network-based hypermedia learning environment. Tables and figures illustrate the statistical findings. (Contains 30 references.) (ALF)

ED 355 910 IR 015 969

Pina, Anthony A. Richmond, Alan D.
Effects of Two Practice Strategies on Two Types of Recall. A Research Report.

Pub Date—Jan 93

Note—7p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (New Orleans, LA, January 13-17, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Drills (Practice), Educational Research, Elementary School Students, Grade 6, Intermediate Grades, Pretests—Posttests, *Questioning Techniques, *Recall (Psychology), Research Design

The purpose of this study was to investigate whether learner-generated or experimenter-provided adjunct practice questions are superior for facilitating recall of lower-order and higher-order textual information. The subjects for this experiment were 74 sixth grade students from three classes, randomly assigned to lower-order and higher-order treatment groups. The study utilized a modified posttest-only design with no control group. Approximately one month prior to the study, the subjects received instruction in generating lower-and-higher-order questions by the classroom teacher. Both learner-generated and experimenter-provided adjunct practice questions were shown to be an effective aid in facilitating recall of information compared with reading-only conditions. It was found that experimenter-provided questions yielded superior recall, possibly due either to the fact that the students may not possess the cognitive skills necessary for the task or to a high correlation between the provided questions and the items on the posttest. (Contains 11 references.) (ALF)

ED 355 911 IR 015 970

Getting the Word Out: Proceedings of a National Forum on Disseminating Educational Research and Development (Washington, D.C., November 14-15, 1991).

Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.

Report No.—PIP-93-1110

Pub Date—Dec 92

Note—44p.

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Computer Networks, Cooperation, Databases, Educational Change, *Educational Policy, *Educational Research, Elementary Secondary Education, Futures (of Society), Government Role, *Information Dissemination, Long Range Planning, Research and Development
Identifiers—National Education Goals 1990, SMARTLINE

The 2-day meeting of 300 representatives of various practitioner and policymaking groups in education described in this report combined substantive discussions of research priorities and plans with discussions of ways to increase the use of research-based information. Fourteen small group discussions focused on both the National Education Goals and on the process of disseminating what is learned from research. Three sessions devoted to presentations of individual projects enabled colleagues to learn about 33 separate research and dissemination programs across the country. A major discussion item was a plan by Assistant Secretary Diane Ravitch to design a new and widely available electronic database, SMARTLINE, to share research with teachers and parents. This report includes an overview of the forum and summaries of sessions on: (1) the priorities of the Office of Educational Research and Improvement; (2) doing and using research; (3) business and education collaboration; (4) educational research and the National Education Goals; and (5) research, dissemination, and school reform. A list of the names and addresses of the participants is appended. (ALF)

ED 355 912 IR 015 971

Pina, Anthony A.
Issues, Factors, and Resources To Consider When

Selecting an Instructional Technology Graduate Program.

Pub Date—Jan 93

Note—10p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (New Orleans, LA, January 13-17, 1993).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Choice, Doctoral Programs, *Educational Technology, Evaluation Criteria, *Graduate Study, Higher Education, Interviews, Masters Programs, Professional Associations, *Program Evaluation, Resource Materials
Identifiers—ERIC

This paper describes selected issues and concerns facing students who are deciding upon a masters or doctoral program in instructional technology. Issues of recognition, program identification, and environment are considered to help students trying to choose a program from the nearly 200 masters level and over 60 doctoral level programs offered by institutions of higher learning in the United States. Several factors utilized by instructional technology students to select their graduate programs are outlined, including program requirements, program emphasis, course offerings, internships, sources for funding, opportunities for student productivity, and reputation of program. Resources available to the student who wishes to gather information about graduate programs in instructional technology are listed, including publications, professional organizations, the ERIC database, and interviews with people involved with the program. (Contains 23 references.) (ALF)

ED 355 913 IR 015 991

Fletcher, J. D. And Others
Assessment of DoD Job Skill Enhancement Programs.

Institute for Defense Analyses, Alexandria, VA. Spans Agency—Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC; Office of the Assistant Secretary of Defense for Public Affairs (DOD), Alexandria, VA. American Forces Information Service.

Report No.—IDA-D-939

Pub Date—Mar 91

Contract—MDA-903-89-C-0003

Note—39p.

Available from—Institute for Defense Analyses, 1801 N. Beauregard St., Alexandria, VA 22311-1772.

Pub Type—Reports—Evaluative (142)—Reports Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, *Courseware, Employment Opportunities, Employment Programs, *Federal Programs, Instructional Effectiveness, Job Skills, *Job Training, Learner Controlled Instruction, Online Systems, Private Sector, Program Evaluation, *Skill Development, *Technology Transfer

Identifiers—Civilian Personnel, *Department of Defense, *Interactive Computer Systems

In response to Congressional direction, an assessment was undertaken of programs developed by the Department of Defense (DoD) that can be made available to civilian organizations to provide immediate support and assistance to upgrade skills for better civilian employment opportunities. The assessment focuses on interactive courseware programs and their transfer to non-DoD activities. Several initiatives have been undertaken by the DoD to effect this transfer, but three sets of issues remain to be resolved: (1) specific civilian instructional requirements must be articulated; (2) methods must be developed to overcome fundamental differences between instructional materials that support the warfighting missions of the DoD and the instructional needs of non-DoD activities; and (3) resources and responsibilities in non-DoD activities must be allocated for determining civilian requirements, modifying instructional content, reprogramming, marketing, and producing, warehousing, and distributing materials. (Contains 20 references.) (Author)

ED 355 914 IR 015 992

Fletcher, J. D.
Cost-Effectiveness of Interactive Courseware.

Institute for Defense Analyses, Alexandria, VA.

Report No.—UTP-2

Pub Date—Dec 92

Note—41p.

Pub Type—Information Analyses (070)—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Computer Assisted Instruction, Computer Software Evaluation, *Cost Effectiveness, *Courseware, *Effect Size, Elementary Secondary Education, Higher Education, *Instructional Effectiveness, *Interactive Video, Learner Controlled Instruction, Meta Analysis, Military Training, Optical Data Disks, Tables (Data), Vocational Education
Identifiers—*Interactive Computer Systems, Interactive Videodisks

What is known about the cost effectiveness of interactive courseware (ICW) is reviewed, and issues that remain are summarized. Effect size is used for reporting the effectiveness of ICW programs. Two ICW media are considered: computer-based instruction and interactive videodisc instruction. Effect sizes for computer-based instruction have been found to be 0.47 standard deviation (SD) over 28 evaluation studies performed in elementary schools, 0.40 SD for 42 studies in secondary schools, 0.26 SD for 101 studies in colleges, and 0.42 SD over 24 studies in adult education settings. Effect sizes for interactive videodiscs have been found to be 0.69 over 14 studies in colleges, 0.51 over 9 studies in industrial training, and 0.39 over 24 studies in military training. Across many instructional settings and subject matters, ICW programs have been found to be more effective than conventional instructional programs. Favorable cost ratios have been found for ICW programs across many settings and subject matters, but data for a conclusive case for ICW programs remain limited and incomplete. There are promising results for ICW costs and effectiveness data considered separately, but conclusive evidence awaits more complete study. Five tables report study findings. (Contains 43 references.) (SLD)

ED 355 915 IR 015 993

Fletcher, J. D.
Courseware Portability.

Institute for Defense Analyses, Alexandria, VA. Spans Agency—Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC; Office of the Assistant Secretary of Defense for Public Affairs (DOD), Alexandria, VA. American Forces Information Service.

Report No.—IDA-P-2648

Pub Date—Aug 92

Contract—MDA-903-89-C-0003

Note—46p.

Available from—Institute for Defense Analyses, 1801 N. Beauregard St., Alexandria, VA 22311-1772.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Armed Forces, *Computer Assisted Instruction, Computer Software Development, *Cost Effectiveness, *Courseware, Federal Programs, Interactive Video, *Military Training, Standards, Technological Advancement

Identifiers—Department of Defense, *Interactive Computer Systems, Interface Devices, *Portable Software

Portability enables interactive courseware (ICW) and associated application programs to operate on computer-based systems other than the ones on which they are developed. Courseware portability will increase sharing of ICW across a range of instructional settings within military services and across internationally allied military services. The Department of Defense (DoD) had advocated and implemented a standard for ICW development employing a virtual device interface that currently incorporates specified commands organized into service groups for system management, visual management, videodisc control, and XY-input devices. This approach, now specified in some DoD instructions, provides for system-level courseware portability. Future work will expand the standard to: (1) encompass more varieties of ICW; (2) address portability at the device level; (3) address new technological opportunities; (4) better address graphics; (5) encompass more operating systems; and (6) progress from platform independence to authoring software independence. The DoD portability initiative will lower the per-unit costs of ICW, lower instructional system development costs, increase use of advanced instructional technology in military settings, and increase instructional efficiency in the military services. Four flowcharts and one table il-

lustrate the discussion. (Contains 18 references.) (Author/SLD)

ED 355 916 IR 015 994

Fletcher, J. D. And Others

Defense Workforce Training Programs.

Institute for Defense Analyses, Alexandria, VA.

Spons Agency—Office of the Assistant Secretary of

Defense for Force Management and Personnel

(DOD), Washington, DC.; Office of the Assistant

Secretary of Defense for Public Affairs (DOD),

Alexandria, VA. American Forces Information

Service.

Report No.—IDA-P-2743

Pub Date—Oct 92

Contract—MDA-903-89-C-0003

Note—61p.

Available from—Institute for Defense Analyses,

1801 N. Beauregard St., Alexandria, VA

22311-1772.

Pub Type—Information Analyses (070)—Reports

—Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Armed Forces, *Computer Assisted

Instruction, Computer Software Evaluation,

*Courseware, *Federal Programs, Instructional

Effectiveness, Interactive Video, *Job Training,

Labor Force Development, *Private Sector, Techno-

logical Advancement, *Technology Transfer

Identifiers—Civilian Personnel, Computer Operating

Systems, Department of Defense, *Interactive

Computer Systems

This report discusses the amount and kinds of

Department of Defense (DoD) interactive course-

ware (ICW) programs that are candidates for

transfer to the private sector. Candidates for transfer

were identified through an analysis of the De-

fense Instructional Technology Information System

(DITIS). Out of 4,644 ICW programs that have

been reported to the DITIS since its inception in

May 1991, 2,718 were identified as having possible

utility in the private sector. Of these 2,718 pro-

grams, 591 were computer-based instruction pro-

grams that run on the MS-DOS operating system,

1,997 were computer-based instruction programs

that run on the NOS operating system and were

prepared using the TUTOR authoring system, and

130 were interactive videodisc programs that run on

the MS-DOS operating system. Final determination

of the transferability of these programs will depend

on more authoritative reviews of suitability, legality,

and security; reviews that must be undertaken on a

case-by-case basis. The DoD has taken several

initiatives to assist the private sector in transferring

DoD ICW programs to the civilian workforce for

training. However, a number of issues, particularly

those involving the availability of resources and the

establishment of responsibilities, must be resolved

before comprehensive procedures for transfer can

be implemented successfully. Six tables and four

figures provide details about the programs and the

transfer process. (Contains 20 references.) (Au-

thor/SLD)

ED 355 917 IR 015 995

Fletcher, J. D.

Individualized Systems of Instruction.

Institute for Defense Analyses, Alexandria, VA.

Spons Agency—Office of the Assistant Secretary of

Defense for Force Management and Personnel

(DOD), Washington, DC.; Office of the Assistant

Secretary of Defense for Public Affairs (DOD),

Alexandria, VA. American Forces Information

Service.

Report No.—IDA-D-1190

Pub Date—Jul 92

Contract—MDA-903-89-C-0003

Note—28p.

Available from—Institute for Defense Analyses,

1801 N. Beauregard St., Alexandria, VA

22311-1772.

Pub Type—Information Analyses (070)—Reports

—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Autoin-

structional Aids, *Computer Assisted Instruction,

*Courseware, Elementary Secondary Education,

*Group Instruction, *Individualized Instruction,

Instructional Effectiveness, *Learner Controlled

Instruction, *Programmed Instructional Materials,

Training, Tutoring

The techniques and effectiveness of systems for

adjusting the pace, content, sequence, and style of

instruction to fit the needs of individual learners are

briefly reviewed. These systems are all designed to

function in group instructional settings. They may

be separated into print-oriented approaches (programmed instruction, personalized system of instruction, audio-tutorial approach, and individually guided education) and computer-oriented approaches (individually prescribed instruction, adaptive learning environments model, program for learning in accordance with needs, the strands approach, optimization of instruction, and intelligent computer-assisted instruction). The primary task of these and similar systems is to replace the two standard deviations of achievement that may be lost by grouping students for instruction rather than providing a single teacher for each student in one-on-one, individualized instructional settings. Difficulty in accomplishing this task appears to lie primarily with the costs and increased workload that individualization requires. (Contains 43 references.) (Author/SLD)

ED 355 918 IR 016 003

Eastmond, Nick Wood, R. Kent

Evaluation: Applying Revised Paradigms to

Changing Instructional Terrain for the Definition

and Terminology Committee, Association

for Educational Communication and Technology

(AECT).

Pub Date—[93]

Note—10p.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Credibility, *Curriculum Evaluation,

Definitions, Educational Assessment, Educa-

tional Change, *Educational Research, Elementary

Secondary Education, *Evaluation Methods,

Formative Evaluation, Generalization, *Instructional

Material Evaluation, Models, Summative

Evaluation, Theory Practice Relationship, Valid-

ity

Identifiers—Isomorphism

Definitions and short explanations of key con-

cepts in the field of instructional evaluation are pre-

sented. Evaluation is defined as the process of

determining the value of programs, projects, materi-

als, and personnel. It is distinguished from research

in that the aims of research are less time- and situa-

tion-specific, attempting to uncover principles that

apply universally. In evaluation, less attention is

paid to generalizing findings to a larger population.

Astute evaluators argue that thorough evaluation

begins as the program is conceptualized and

planned. Also important is the distinction between

formative evaluation conducted during the develop-

ment or improvement of a program or product, and

summative evaluation conducted after completion

of an effort. Considerable attention is being given to

the balance between quantitative and qualitative

measures as part of an evaluation. The two most

important criteria for judging evaluation seem to be

isomorphism (similar or identical structure so as to

fit with reality-based information) and credibility

(believability). The two most important criteria for

judging the adequacy of research are internal valid-

ity and external validity. Evaluation is the disci-

plined inquiry that yields information about the

performance of educational programs, products,

and processes. One figure pictures the inquiry do-

main. (Contains 7 references.) (SLD)

ED 355 919 IR 016 007

Seels, Barbara

The Knowledge Base of the Evaluation Domain.

Spons Agency—Association for Educational Com-

munications and Technology, Washington, D.C.

Pub Date—Jan 93

Note—12p.; Paper presented at the Annual Meet-

ing of the Association for Educational Commu-

nications and Technology (New Orleans, LA,

January 13-17, 1993).

Pub Type—Reports—Evaluative (142)—

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Constructivism (Learning), Criterion

Referenced Tests, Curriculum Evaluation, *Decision

Making, Educational Assessment, *Educa-

tional Technology, Elementary Secondary

Education, *Evaluation Methods, Evaluation Util-

ization, Formative Evaluation, Higher Educa-

tion, *Instructional Effectiveness, *Needs

Assessment, Norm Referenced Tests, Summative

Evaluation, Thinking Skills

Identifiers—*Knowledge Bases, *Performance

Based Evaluation

This paper is concerned with defining evaluation

as a domain in instructional technology, and with

specifying the sub-areas of the domain. In educa-

tion, evaluation is the process of determining the

adequacy of instruction. It begins with problem analysis, which refers to determining the nature of the solution and the parameters of the problem. A second major area of evaluation is criterion-referenced measurement, which refers to determining mastery. Criterion-referenced measures, which are sometimes tests, measure the extent to which the learner has met the objective. The last subdomains are represented by formative and summative evaluation. Formative evaluation refers to gathering information on adequacy and using this as a basis for further development. Summative evaluation refers to gathering information and using it to make decisions about utilization. Needs assessments and other types of front-end analyses have been primarily behavioral in orientation, but the current stress on the impact of context on learning is giving a cognitive, and at times constructivist, orientation to the needs assessment process. The performance technology movement is making an important contribution to this process. Another area of great interest is the measurement of higher level cognitive, affective, and psychomotor objectives. Several recent perspectives on evaluation are reviewed. (Contains 31 references.) (SLD)

ED 355 920 IR 016 009

Public Broadcasting: Ready To Teach. How Public

Broadcasting Can Serve the Ready-To-Learn

Needs of America's Children. A Report to the

103rd Congress and the American People. Pursuant

to P.L. 102-356.

Corporation for Public Broadcasting, Washington,

D.C.

Pub Date—5 Feb 93

Note—98p.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Broadcast Television, *Cable Televis-

ion, *Childrens Television, Cognitive Develop-

ment, Cost Estimates, Delivery Systems,

Educational Television, *Learning Readiness,

*Mass Media Role, National Programs, *Pre-

school Children, Preschool Education, *Program-

ming (Broadcast), School Readiness, Television

Curriculum

Identifiers—*Public Broadcasting

Among the prescriptions for improving children's

school readiness is a call for television to lead the

way through the provision of ready-to-learn pro-

gramming and services for the nation's preschoolers.

No single element of a national ready-to-learn ser-

vice will have a greater impact on its effectiveness

than the programming it airs. Three approaches to

delivering a national ready-to-learn television ser-

vice from public broadcasting are explored, along

with a fourth, fall-back option, as follows: (1) uni-

versal access, with at least one public station provid-

ing uninterrupted daily ready-to-learn broadcasting

each day; (2) national cable feed, with an uninter-

rupted ready-to-learn service to cable systems

throughout the country; (3) local hybrid, in which

each local public television station would determine

how best to configure and deliver ready-to-learn

services; and (4) existing schedule, which would add

additional programming to the current schedules. The

first option is identified as offering the greatest ben-

efit to the greatest number of children. Estimated

costs associated with each aspect of the ready-

to-learn service are discussed. Two figures illustrate

the discussion. Appendix 1 lists specific readiness

skills. Appendix 2 lists the project's academic advi-

sors. (Contains 54 footnotes.) (SLD)

ED 355 921 IR 016 017

Overbaugh, Richard C.

A BASIC Programming Curriculum for Enhancing

Problem-Solving Ability.

Pub Date—93

Note—88p.

Pub Type—Guides—Classroom—Teacher (052)—

Reports—Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Science Education, Com-

puter Software, *Curriculum Development, High

Schools, Lesson Plans, *Problem Solving, *Pro-

gramming, *Programming Languages, *Secondary

School Curriculum, *Skill Development, Teach-

ing Methods

Identifiers—*BASIC Programming Language

This curriculum is proposed to enhance prob-

lem-solving ability through learning to program in

BASIC. Current research shows development of

problem-solving skills from learning to program in

BASIC. Successful treatments have been based on

contemporary problem-solving theory, top-down,

modular programming, and rigorous length and intensity. The proposed BASIC curriculum, incorporating these characteristics, is designed for secondary education and is adaptable to postsecondary education. The curriculum suggests beginning with an optional 6-week problem-solving software unit to overcome computer anxiety and introduce problem-solving theory. The major portion, the actual BASIC programming instruction, lasts 30 weeks with daily lessons, but is easily expanded or condensed. The program is designed to require computer access only in school. The nine major units of the curriculum and their subunits in the areas of graphics, animation, screen formatting, string variables, numeric variables, embedded DOS commands, mathematics, text files, dimensional arrays, and personal programs are included. (Contains 17 references.) (SLD)

ED 355 922

IR 016 018

Overbaugh, Richard C.

Critical Elements of Computer Literacy for Teachers.

Pub Date—Mar 93

Note—25p.; Paper presented at the Annual Meeting of the National Society of Educators and Scholars (Evansville, IN, March, 1993).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, Computer Software, Definitions, *Educational Innovation, *Elementary School Teachers, Higher Education, Models, Music Education, Programming Languages, *Secondary School Teachers, Skill Development, *Teacher Education

A definition of computer literacy is developed that is broad enough to apply to educators in general, but which leaves room for specificity for particular situations and content areas. The following general domains that comprise computer literacy for all educators are addressed: (1) general computer operations; (2) software, including computer managed instruction, computer assisted instruction, and programming languages; (3) software issues; and (4) hardware. Bearing these in mind, three models for developing teacher computer literacy programs are discussed. The two-stage model suggests that the path to computer literacy should begin with utilization of computer management skills and then proceed to learning applications that teach content. A second model offers four stages through which new users of innovation pass and suggests that 2 to 3 years are necessary for new users to pass through these stages. A seven-stage model of introduction to innovation expands the number of concern levels in gaining computer literacy. The four domains of computer literacy are explored for specificity by applying them to music education as an example of an educational computing knowledge base. It is noted that, unless higher education integrates computers across the curricula, tomorrow's teachers will not be adequately prepared to teach students in a technologically intensive work environment. (Contains 35 references.) (SLD)

ED 355 923

IR 016 019

Kirk, Gayle

The Impact of Technology on the High School Media Center Budget.

Pub Date—93

Note—67p.; Requirement for a Degree of Specialist in Education, Georgia State University.

Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Information, *Budgets, Educational Media, *Educational Technology, Expenditures, High Schools, *Information Technology, *Learning Resources Centers, *Library Material Selection, Library Surveys, Media Specialists, Nonprint Media, Questionnaires, Resource Allocation, *School Libraries

Identifiers—*Georgia (Atlanta Metropolitan Area) Annual high school media center expenditures in Georgia were analyzed to determine what portions of the budget were being spent on print, non-print, and technology resources by high school media specialists. A 5-part 13-item questionnaire was developed as a data-gathering instrument. The questionnaire was distributed to all high school me-

dia specialists in five counties near Atlanta (Georgia). Seventy-seven percent (i.e., 56) of the 72 surveys sent out were returned. The questionnaire covered annual budget, print, and non-print expenditures and the use of technology. The findings were analyzed using descriptive statistics at the Georgia State University Research Center. Atlanta area schools spent 30 to 40 percent of their budgets on book resources, 16 to 47 percent on non-print resources, and 15-30 percent on technology resources. The study also found that 80 percent of the schools surveyed were using technology to access information. Book and print expenditures command the greater portion of the annual budget, but technology access to information is being used by most schools surveyed in the Atlanta area. Thirteen tables present study findings. The appendixes contain the cover letters and the questionnaire. (Contains 29 references.) (SLD)

ED 355 924

IR 016 020

A Multimedia Approach for Education and Training: The Case of EC Remote Areas. Conference Reader, European Multimedia Conference and Exhibition (Athens, Greece, September 26-27, 1991).

SATURN, Europe's Open Learning Network, Amsterdam (Netherlands).

Spons Agency—Commission of the European Communities, Brussels (Belgium).

Pub Date—92

Note—46p.

Available from—SATURN, Keizersgracht 756, 1017 EZ Amsterdam, The Netherlands (free).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Broadcast Industry, Communications Satellites, Conferences, *Distance Education, *Educational Media, Educational Technology, Elementary Secondary Education, Exhibits, Foreign Countries, Higher Education, Hypermedia, *Information Networks, Models, *Multimedia Instruction, *Open Education, *Training Identifiers—*European Community, Partnerships in Education

The European Multimedia Conference and Exhibition (EMCE) was triggered by the need to stimulate debate and advance awareness of multimedia, open education, distance education, and training on a European scale. Common concerns in the European Community (EC) were expressed. The following are conference sessions, topics, and presenters: (1) opening session address by G. Souflia; (2) inaugural speech by V. Papanetrou; (3) plenary sessions on skills needs and professional qualifications; (4) the state of affairs and perspectives on open university networking in Europe; (5) existing models, structures, and solutions in higher distance education in Europe; (6) training partnerships with enterprises and the example of SATURN; (7) training partnerships with enterprises; (8) applications of technology to training for business needs; (9) concepts and tools in courseware production and delivery; (10) roundtable sessions on broadcasting companies and their roles in education and training policies and on the use of satellites for education and training; (11) a review of reports from the sessions; (12) closing session remarks from G. Romeos, M. Evert (as presented by C. Kanelopoulos), A. Kalantzakos, S. Argyros, and A. Triffyllis; and (13) end of conference remarks by D. Korsos and F. Nikolmann. Attachments describe the exhibition and the conference agenda. (SLD)

ED 355 925

IR 016 021

Mathewson, Claire

The Philosophy and Role of Teleconferencing in Distance Education.

Pub Date—[91]

Note—6p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Distance Education, *Educational Philosophy, Educational Planning, Foreign Countries, Higher Education, *Information Networks, Nontraditional Education, *Teleconferencing, Universities

Identifiers—*Technological Infrastructure, University of Otago (New Zealand), University of the South Pacific (Fiji)

The philosophy of teleconferencing is unlikely to cause great controversy among distance educators. Common values of bridging, enhancement, extension, and support will be philosophically accepted.

The University of Otago in Dunedin (New Zealand) and the University of the South Pacific in Suva (Fiji) are examples of institutions where the role options for teleconferencing cannot be the same because of their needs to maintain integrity with their own philosophical bases. From the onset of planning, the philosophy and context of teleconferencing must be kept in mind. The network's configuration relative to market and resources suggests and determines its possible applications. There are several roles for teleconferencing in distance education other than that of linking the teacher and the learner. One is bridging the gap between the learners themselves, and another is bridging distances for staff members. In any role, teleconferencing becomes a dynamic part of the educational infrastructure. The ethical dilemmas posed by teleconferencing must be acknowledged and answered in a way that recognizes it as a powerful structural element that should be an element of care. (SLD)

ED 355 926

IR 016 022

Rekkedal, Torstein

Recent Research on Distance Education in Norway.

Pub Date—Mar 92

Note—18p.; Paper presented at the European Association of Distance Teaching Universities Conference on Quality, Standards and Research in European Distance Education (Umea, Sweden, March 5-6, 1992). Adapted version of paper presented at a Nordic seminar on distance education (November 1991).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Distance Education, *Educational Research, Educational Technology, Elementary Secondary Education, *Evaluation Methods, Experiments, Foreign Countries, Government Role, Higher Education, Literature Reviews, *Nontraditional Education, Surveys

Identifiers—Denmark, Finland, *Norway, Sweden

This review focuses on distance education research in Norway, although studies in Finland, Denmark, and Sweden are briefly mentioned. Examples are given of distance education projects from the 1970s to the present. Research in distance education has a more continuous tradition in Norway than in the other Scandinavian countries, and evaluation studies seem to be a significant part of research activities in Nordic countries. The field of distance education has traditionally had a weak position in Norwegian university-based research; much of the literature comes from evaluations of government projects, under the agreed governmental policy of support for distance education. Research efforts have included theoretical analyses, survey research, experimental research, explorations of new technology, and evaluation research. Many of the 102 references are materials written in Norwegian. (SLD)

ED 355 927

IR 016 023

Bell, Julie Davis

Distance Learning: New Technology and New Potential.

National Conference of State Legislatures, Denver, CO.

Pub Date—Jul 91

Note—10p.

Available from—Book Order Department, National Conference of State Legislatures, 1560 Broadway, Suite 700, Denver, CO 80202 (free).

Journal Cit—State Legislative Report; v16 n6 Jul 1991

Pub Type—Collected Works - Serials (022) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Communications Satellites, Computer Assisted Instruction, *Distance Education, Educational Improvement, Educational Planning, Educational Policy, *Educational Technology, Elementary Secondary Education, *Government Role, Interactive Video, Legislators, Policy Formation, Problems, State Government, *State Legislation, State Programs, *Technological Advancement

Identifiers—State Legislatures, State Legislators

Some common questions that state legislators have about how distance learning can work in their states are explored. Distance learning, once considered strictly a rural education strategy, is now recognized to have the potential to provide solutions to

some of the problems states face in delivering quality education to all students. A distance learning system will involve multiple technologies, such as interactive audio and video communication, videotapes, various computer technologies, satellite systems, and fiber optics to replace standard cables for communications. In the classroom, distance learning appears effective, although many unanswered research questions remain. Studies have confirmed that distance education has been well-received by teachers and students. Given current fiscal restraints, a legislature cannot afford to fund an entire distance learning system, and should not seek to control a developing system. Legislatures should be involved in developing a long-term and statewide distance learning strategy. Legislative involvement will be essential in achieving a balance between the potential for improving education and the potential problems in distance learning. (Contains 7 references.) (SLD)

ED 355 928 IR 016 024

SuperSchools: Education in the Information Age and Beyond.

Ameritech Foundation, Chicago, IL.

Pub Date—Nov 92

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Distance Education, Educational Improvement, *Educational Futures, Elementary Secondary Education, *Information Technology, Information Networks, *Information Technology, Interactive Video, Models, *School Business Relationship, *Technological Advancement, *Telecommunications

Identifiers—Ameritech, Integrated Learning Systems, *SuperSchool (Ameritech)

This document discusses how improvements in the capabilities of the intelligent communications network are making new enhancements and advances available to educators, administrators, students, parents, and the community, focusing on the role of Ameritech. Modern technologies can create dynamic and appropriate learning environments for children used to the age of television. Some schools have begun to take advantage of telecommunications technology. Classroom technology will prepare students for the technical workplace. In time, the intelligent network supporting advanced telecommunications technologies could function as an electronic superhighway for schools, homes, and offices. Specific examples are given of Ameritech's technology in the classroom. The new SuperSchool, introduced in 1992, is a fully functional model of integrated information and telecommunications tools for education. Ameritech involvement is contributing to educational improvement in a distance learning project in Carpentersville (Illinois) and in Project Homerom in Chicago (Illinois), as well as in applications in other Illinois cities, and in Indiana and Michigan. Ameritech has made generous financial contributions as well, through the Ameritech Partnership Awards and the Ameritech Foundation. Ameritech recognizes that education is the most important investment a society can make in its future. (SLD)

ED 355 929 IR 016 025

Clinton, William J. Gore, Albert, Jr. Technology for America's Economic Growth, a New Direction To Build Economic Strength.

Executive Office of the President, Washington, D.C.

Pub Date—22 Feb 93

Note—39p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Economic Change, Economic Factors, Economic Impact, Energy Management, Experiments, Federal Government, Futures (of Society), *Government Role, Information Needs, *Research and Development, *Scientific and Technical Information, Structural Unemployment, Tax Credits, Technological Advancement, *Technology

Identifiers—*Economic Growth, United States Investing in technology is investing in America's future. U.S. technology must move in a new direction to build economic strength and spur economic growth. The traditional roles of support of basic science and mission-oriented technological research must be expanded, so that the federal government plays a key role in helping private firms develop and

profit from innovations. The development of civilian technology must be accelerated with new criteria for creating a market that rewards invention and enterprise. The challenge demands that we focus on the following goals: (1) long-term economic growth that creates jobs and protects the environment; (2) a government that is more productive and responsive to the needs of its citizens; and (3) world leadership in basic science, mathematics, and engineering. Fiscal policies that support research and development in education and industry are required. Technology must be managed for economic growth, with the aid of a reinvigorated Office of Science and Technology Policy and the new National Economic Council. The new initiatives that will build our economic strength include extension of the research and experimentation tax credit, and investment in a national information infrastructure and advanced manufacturing technologies. Boosting the automotive industry, improving education technology and training, and investing in energy efficient federal buildings are other strategies that must be adopted. (SLD)

ED 355 930 IR 016 026

Jordan, William R. Follman, Joseph M., Ed. Using Technology To Improve Teaching and Learning. Hot Topics: Usable Research.

British Columbia Ministry of Attorney-General, Victoria; SERVE: South Eastern Regional Vision for Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 93

Contract—RP91002010

Note—83p.

Available from—NEFEC/SERVE, Regional Vision for Education, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177 (\$7 each for 1-49 copies; \$6 each for 50-99 copies; \$5 each for 100 copies or more).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Computer Assisted Instruction, *Curriculum Development, Educational Innovation, Educational Policy, *Educational Technology, Elementary Secondary Education, Expenditures, Higher Education, *Instructional Improvement, *Learning Activities, School Restructuring, Staff Development, Teacher Attitudes, Teacher Education, *Teacher Role

Identifiers—Learning Environments, *United States (Southeast)

Computers have become one of the expected trappings of today's classroom, and schools have exhibited an insatiable appetite for hardware; but systemic curricular integration of computers is still more of a promise than a reality. Resources have been allocated and spent, but many students and educators remain technologically illiterate. Section 1 of this report discusses the need to restructure learning environments to support the active use of technology by teachers. Section 2 examines attitudes and roles that evolve among successful technology-using teachers, as well as the education and staff development they require. In section 3, the need to develop technology-based activities that engage the student in the production, rather than the reproduction, of knowledge is discussed. Section 4 gives examples of specific student activities. Any expenditure for technology must be leveraged with a greater investment in teacher training, both inservice and preservice. Throughout the document, sidebars entitled "Dynamite Ideas" offer examples of teachers, schools, and districts in the Southeast that have used technological ideas successfully. Appendixes include the policy statement of the Council of Chief State School Officers on learning technologies and the Florida Model School Consortium Act of 1985. An order form for requesting copies of SERVE publications is included. (Contains 71 references.) (SLD)

ED 355 931 IR 016 027

Foster, Laura Kliever

Utilizing Telecommunications for Education: The Nebraska Model. A Report.

Council of State Governments, Lombard, IL. Midwestern Legislative Conference.

Report No.—EL-31

Pub Date—Sep 91

Note—12p.

Available from—Midwestern Office, Council of

State Governments, 641 East Butterfield Road, Suite 401, Lombard, IL 60148-5651 (37).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Broadcast Television, Communications Satellites, Continuing Education, Cost Effectiveness, Distance Education, *Educational Technology, Educational Television, Elementary Secondary Education, Higher Education, *Information Networks, *Interactive Video, Program Development, *State Programs, Statewide Planning, Technological Advancement, *Telecommunications

Identifiers—Fiber Optics, *Nebraska, *NEBSAT

Most midwestern states have experimented with some type of interactive video for educational purposes, but Nebraska has developed a statewide system to transmit educational programs, mainly via satellite telecommunications. Other states may find Nebraska's experiences helpful in considering their own educational telecommunications plans. Feasibility studies led Nebraska to develop four satellite-transmitted networks popularly called NEBSAT—that allow concurrent transmission capability. The four networks of NEBSAT are: (1) Network 1, a broadcast television channel that can be received by anyone, transmitting the Schools TeleLearning Service and the instructional programs of the Nebraska Educational Television Council for Higher Education; (2) Network 2, a broadcast channel for distance learning and continuing education; (3) Network 3, compressed video for interactive instruction in eight locations so far; and (4) Network 4, the fiber optics portion of NEBSAT, still in planning stages. Development and implementation costs are reviewed. Appendix A discusses the role of consultants to the system. A glossary is included. (Contains 6 references.) (SLD)

ED 355 932 IR 016 028

De Laurentis, E. C.

How To Recognize Excellent Educational Software.

Pub Date—Mar 93

Note—10p.

Available from—Lifelong Software, Inc., 40 West 76th St., #1, New York, NY 10023 (\$3; quantity price, \$2.50).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Games, Computer Graphics, Computer Managed Instruction, Computer Simulation, Computer Software Development, *Computer Software Evaluation, Computer Software Selection, *Courseware, *Educational Media, Elementary Secondary Education, *Evaluation Criteria, Feedback, Higher Education, Knowledge Level, *Learner Controlled Instruction, *Quality Control, Technological Advancement

Identifiers—Edutainment

There is a lot of educational software on the market, but little of it can be said to be revolutionary. Despite all the talk about education and computers, the educational software revolution has yet to begin. All educational software can be placed in categories of games (edutainment), simulations, reference software, and tutorials. Choosing excellent software is also complicated by the buzzwords that current advertisers use, including multimedia, edutainment, interactivity, CD-ROM, and graphics. Beyond these buzzwords, there are some real criteria for excellent software as follows: (1) symbolic graphics; (2) adaptability; (3) student control; (4) the medium matched to the content; (5) relational content; (6) hierarchy of instruction; (7) thorough treatment of the content; (8) knowledge of results (feedback); and (9) predictable results. The production of excellent software requires a technology (in the sense of techniques or methods, rather than devices) that includes knowledge representation, instructional design, and media application. (SLD)

ED 355 933 IR 016 030

Teaching Package on Standardization in Information Handling.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-91/WS/2

Pub Date—Mar 91

Note—562p.

Available from—Division of the General Informa-

tion Programme, UNESCO, 7 Place de Fontenoy, 75700 Paris, France (free).

Pub Type—Guides—Classroom—Teacher (052)—Information Analyses (070)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Bibliographic Records, Computer Software, Content Analysis, Curriculum Guides, Guidelines, Higher Education, *Information Processing, *Information Science Education, Information Systems, Information Technology, Instructional Materials, International Studies, *Standards, Teaching Guides

Identifiers—*Standardization, Standardized Data Reporting System, Standard Setting, *UNESCO One of the objectives of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is to promote standardization in the field of information handling, both in development of guidelines and standards and in the use and application of existing norms and standards. This teaching package on the standardization of information handling processes and procedures is intended for schools of library and information science and as the basis of seminars on the subject. The package consists of the following nine teaching modules and a general introduction: (1) introduction to standardization in information handling; (2) international standardization bodies concerned with information handling; (3) computer hardware; (4) computer software; (5) compatibility in information systems; (6) compatibility in the preparation and presentation of standardized bibliographic records; (7) computer aspects of bibliographic records; (8) standardization in subject analysis; and (9) organizing national standardization in information handling. The introduction includes a list of acronyms, the addresses of the organizations, and a glossary. Overhead transparency masters are included. (Contains 132 references.) (SLD)

ED 355 934

IR 016 031

McElveen, Lee K. Roberts, Sharon P. Telelearning: A Second Look. 1990-1991, 1991-1992.

Pub Date—25 Sep 92

Note—20p.

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Curriculum Evaluation, *Distance Education, *Evaluation Methods, Fine Arts, Formative Evaluation, High Schools, High School Students, Mathematics Education, Outcomes of Education, Proctoring, Science Education, Secondary School Teachers, *Student Attitudes, Teacher Effectiveness, *Teaching Methods, Technological Advancement

Identifiers—Audiographics, *Louisiana, Student Surveys, Teacher Surveys, *Telelearning Project LA

Telelearning, Project Outreach, a Louisiana school for Mathematics, Science, and the Arts distance education program has been in operation for 7 years. An incomplete evaluation conducted in 1990-91 was compared to a completed 1991-92 evaluation to demonstrate that evaluations of the same program from different approaches can yield similar results. In 1990-91, 81 schools received 10 subjects, and in 1991-92, 113 schools received 13 high school courses, serving 942 students. The program uses audiographics, a distance education technology that includes a personal computer, an electronic penpad, an audio convener, a modem, and a high resolution monitor. The 1990-91 study was student-focused and student-outcome oriented. The 1991-92 study was teacher-focused and process oriented. The 1990-91 evaluation focused on the effectiveness of the project as perceived by students, who evaluated the delivery system, perceptions of course quality, and teacher effectiveness. The 1991-92 study focused on 15 full-time and 8 part-time teachers and the teaching processes. Both studies used a student attitudinal survey, incorporated on-site student interviews, and emphasized the key role of local proctors. In the second evaluation, teachers were also interviewed. Both studies indicate that students were very positive about the system and comfortable with the technology. Student outcomes and teacher processes highlight the Telelearning project's advantages. (SLD)

ED 355 935

IR 016 032

Foley, Anne L. And Others

An Analysis of the Scholarly Contributions of

Women Instructional Technology Professionals.

Pub Date—Jan 93

Note—11p.; Paper presented at the Annual Meeting of the Association for Educational Communication and Technology (New Orleans, LA, January 13-17, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authors, Content Analysis, *Educational Technology, *Females, Higher Education, Instructional Design, Instructional Development, Intellectual Disciplines, Interests, Meta Analysis, Participation, Professional Associations, *Publications, Recognition (Achievement), *Researchers, Scholarly Journals, *Scholarship, Status, Training, Writing for Publication

Gender differences in the field of instructional technology were investigated to determine their effects on female students and specifically on the scarcity of scholarly contributions by women to the field as well as the lack of research studies on women's contributions. The following issues were examined to determine the status and interests of women in the field: (1) the number of women currently in the field in the United States; (2) the number of publications by women in the leading journals of the field; and (3) the topics of these publications. Through content analysis, 78 categories of topics were selected, and 11 journals were identified as important in instructional technology, and reviewed for 1988 through 1992. In the past year, the Association of Educational Communication and Technology counted 1,632 members identifiable as women by their names (about 40% of the membership). There were 702 articles written by women in the period studied, with the most frequent topics being computer use, instructional design or development, and training. Although this study is preliminary and raised many questions for further research, it is felt that these findings help to illuminate the question of the number of women in the field and the content of their written publications. (Contains 19 references.) (SLD)

ED 355 936

IR 016 033

Hosley, David L. Randolph, Sherry L.

Distance Learning as a Training and Education Tool.

Lockheed Space Operations Co., Kennedy Space Center, FL.

Pub Date—Apr 93

Note—8p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aerospace Education, *Aerospace Industry, Certification, Cost Effectiveness, Delivery Systems, *Distance Education, Evaluation Methods, Federal Government, Government Employees, *Interactive Video, Nontraditional Education, Postsecondary Education, Staff Development, Student Reaction, Technical Education, *Teleconferencing, *Training

Identifiers—*Lockheed, National Aeronautics and Space Administration

Lockheed Space Operations Company's Technical Training Department provides certification classes to personnel at other National Aeronautics and Space Administration (NASA) Centers. Courses are delivered over the Kennedy Space Center's Video Teleconferencing System (VITS). The VITS system uses two-way compressed video and two-way audio between participating sites. Technical Training's goal is to conduct distance learning classes at least equal to those conducted on-site at the Kennedy Space Center. Formal and informal evaluation techniques are used to evaluate the program. Fifteen distance learning classes were offered in 1992. Lockheed Technical Training during 1992, resulting in a savings of approximately \$50,000 in travel expenses. (Author)

ED 355 937

IR 016 035

Carey, Doris, Ed. And Others

Technology and Teacher Education Annual 1993.

Proceedings of the Annual Conference on Technology and Teacher Education (4th, San Diego, California, March 17-20, 1993).

Association for the Advancement of Computing in Education, Charlottesville, VA.; Society for Technology and Teacher Education, Greenville, NC.

Report No.—ISBN-1-880094-05-3

Pub Date—93

Note—767p.; For 1992 conference proceedings, see ED 343 581.

Available from—Association for the Advancement

of Computing in Education, P.O. Box 2966, Charlottesville, VA 22902 (\$45).

Pub Type—Collected Works—Proceedings (021) EDRS Price - MF04/PC31 Plus Postage.

Descriptors—Computer Simulation, Cultural Differences, Educational Research, *Educational Technology, *Elementary School Teachers, Elementary Secondary Education, Graduate Study, Higher Education, Instructional Design, Mathematics Education, Methods Courses, Multicultural Education, *Multimedia Instruction, Research Projects, Science Education, *Secondary School Teachers, *Teacher Education, Teacher Role, Technological Advancement, *Telecommunications

Identifiers—Diversity (Student), Office of Technology Assessment

Papers from the fourth annual conference on Technology and Teacher Education are presented. The keynote address, "Teaching Matters: The Role of Technology in Education" (K. Fulton) explores some of the key findings of educational technology studies conducted by the Office of Technology Assessment over the last five years. Conference sections and the number of papers delivered for each are as follows: (1) Diversity, 9 papers; (2) Inservice and Graduate Education, 14 papers; (3) Integrating Technology into Methods Classes, 4 papers; (4) Instructional Technology, 5 papers; (5) Multimedia, 11 papers; (6) Concepts and Procedures, 10 papers; (7) Technology Diffusion, 17 papers; (8) Preservice Teacher Education, 19 papers; (9) Instructional Design, 11 papers; (10) Research Section 1, 5 papers; (11) Research Section 2, 16 papers; (12) Mathematics and Science, 11 papers; (13) Telecommunications, 23 papers; and (14) Simulations, 4 papers. Most of the papers include references. (SLD)

ED 355 938

IR 016 036

Lundin, Roy And Others

Open Access for Teachers' Professional Development. Towards a Cooperative National Policy Framework for the Application of Distance Learning to the Professional Development of Teachers. A Project of National Significance in Teacher Quality.

Spons Agency—Australian Dept. of Employment, Education and Training, Canberra.

Pub Date—Nov 91

Note—117p.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Information, Cost Effectiveness, *Distance Education, Educational Policy, Elementary School Teachers, Elementary Secondary Education, Foreign Countries, *Information Technology, *Inservice Teacher Education, *National Programs, *Policy Formation, *Professional Development, Program Development, Public Policy, Secondary School Teachers, State Programs, Telecommunications

Identifiers—Australia, Information Policy, *Open Access (Teacher Professional Development), Technological Infrastructure

The principal aim of Australia's Distance Learning for Inservice Teacher Education (DLITE) Project has been to develop a proposal and knowledge base for the development of a cooperative national policy for the application of distance learning to inservice teacher education in Australia. This report provides background information on the state of open access for teacher professional development and a proposed policy framework with a list of potential projects. "Open access" is the application of the whole range of delivery methods for education and training. It is achieved, ideally, through infrastructures that extend opportunities to educators and students to participate in all forms of teaching and learning from on-campus face-to-face through the use of advanced telecommunications and information technology formerly associated with distance education. Open access should be included in current national developments because it offers unique and beneficial solutions to several problems; its adoption is both timely and urgent. Clear criteria are required to evaluate the appropriateness of policy proposals for open access. Adoption of a cooperative national policy framework for open access for teachers' professional development will support the establishment of nationwide infrastructures to facilitate cooperation and consultation, resource sharing, and cost-effectiveness. Specific projects can be implemented in the short term to build on current open access initiatives. Eleven appendices contain an outline of the project methodology, lists of contributors and other involved persons, a summary of

teacher training principles and good practices, information on the existing infrastructure for open access, an explanation of management aspects of state and territory education systems, and other relevant materials. (Contains 94 references.) (SLD)

ED 355 939 IR 016 037

Lockwood, Fred

The Potential of Self Recorded Audio Tape for Data Collection in Distance Education.

Pub Date—Nov 92

Note—9p; Paper presented at the Annual Meeting of the International Council for Distance Education (16th, Bangkok, Thailand, November 9-13, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiotape Cassettes, *Audiotape Recordings, *College Students, Comparative Testing, Data Analysis, *Data Collection, *Distance Education, Foreign Countries, Higher Education, Interviews, Nontraditional Students, Qualitative Research, Questionnaires, *Research Methodology

Identifiers—Open University (Great Britain), *Self Recordings (Audiotape), Self Report Measures

The collection of data by face-to-face interviews and questionnaires is common and literature in these areas is extensive; but few cases are reported in which respondents have been provided with a blank audio cassette tape, interview schedule, or open-ended questionnaire items, and been invited to record their own comments and forward these to the researcher. This paper begins to redress this imbalance by reporting two studies using a technique involving self-recorded audio cassette tape used along with conventional qualitative data collection methods. The studies involved 2 groups of 64 and 40 students, respectively who were taking courses given by the British Open University in Milton Keynes, England. In the first study, face-to-face interviews and open-ended questionnaire items were compared with the audio-taped responses. In the second study, the three data collection methods were supplemented by the use of telephone interviews. A review of two other studies using self-reported audiotapes supports the findings of these studies, which demonstrate that the use of self-recorded audiotapes is straightforward and presents few problems in subsequent analysis. Some of the limitations of the technique are discussed. (Contains 8 references.) (SLD)

ED 355 940 IR 016 110

K-12 Computer Networking.

ACCESS ERIC, Rockville, MD; Educational Resources Information Center (ED), Washington, DC.

Report No.—ERIC-93-5015; ISSN-1065-1160

Pub Date—93

Note—33p; For previous issue, see ED 352 955. Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (subscription free; obtain back issues from EDRS).

Journal Cit.—ERIC Review; v2 n3 Win 1993

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Computer Networks, Elementary Secondary Education, Federal Programs, *Information Networks, Science Instruction, Science Teachers, State Programs

Identifiers—ERIC

"The ERIC Review" is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores computer networking in elementary and secondary schools via two principal articles: "Plugging into the Net" (Michael B. Eisenberg and Donald P. Ely); and "Computer Networks for Science Teachers" (Kimberly S. Roempler and Charles R. Warren). In addition, the following features related to networking are provided: (1) perspectives of three network users; (2) descriptions and contact information for federal K-12 computer networking initiatives; (3) a list of 27 K-12 computer networking resources; (4) a K-12 computer networking reading list containing 19 annotated references; and (5) an annotated list of 25 new publications produced or distributed by the ERIC Clearinghouses. (MES)

ED 355 941

Hawkrige, David

The Role of New Media in the Knowledge Explosion.

Open Univ., Milton Keynes (England).

Pub Date—[90]

Note—8p; This document is the manuscript submitted for journal publication.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, *Computer Science Education, *Developing Nations, *Distance Education, Educational Administration, *Educational Development, *Educational Television, Foreign Countries, Higher Education, *Microcomputers, Secondary Education, Social Influences, Universities, Videotape Recordings

Identifiers—Africa, Asia, China, Television Universities (China)

This paper examines two examples in Third World countries of new media being used for national development through education. The first example is the increase in television universities in China, i.e., universities that offer courses through broadcast educational television as well as videotaped recordings of television programs. Positive results in increased numbers of graduates and broadened curriculum are noted. Negative results reported include the choice of the particular brand of microcomputer to assist in the management of the television universities, and the plethora of television studios that now exist. Based on a study funded by the Harold Macmillan Trust, the second example is the increase in use of microcomputers in African, Asian, and Arabic-speaking nations. Reasons why developing nations with problems including poverty, rural lifestyles, lack of infrastructure, and disease, are spending national resources on the installation of computers in schools are suggested, and four rationales for educational improvement through technology—social, vocational, pedagogical, and catalytic—are discussed. (DB)

ED 355 942

Pence, James L., Ed. Haynes, Evelyn, Ed.

Academic Libraries in the Service of Faculty Development: A Collection of Essays Commissioned by the Colorado Academic Library Committee.

Colorado Academic Library Committee.

Pub Date—92

Note—149p.

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Libraries, College Faculty, Educational Administration, Educational Development, *Faculty Development, Higher Education, Intellectual Disciplines, *Library Role, *Library Services, *Organization, Planning, *User Needs (Information)

The first part of this monograph contains three essays that define faculty development and describe development activities, including library-related initiatives. "Using Faculty Development to Meet the Challenges of Higher Education" (Martin Tesser) describes how development activities can help college educators meet teaching, professional, and personal challenges, focusing on their information service needs. "Understanding Faculty Development" (James L. Pence) presents a model for linking faculty development to institutional strategic planning. "The Role of the Academic Library in Providing Support for Faculty Development" (Evelyn Haynes) describes development programs academic libraries have initiated, sponsored, or supported. A second set of essays describes the variety of structures built to accommodate faculty development programs. "Organizational Structures for Faculty Development" (Clyde Tucker, Mary Ann Shea) identifies major factors affecting the framework within which development may occur. "Centralized Campus Program" (Mary Ann Shea) describes an example of a centralized approach to serving information and development needs of faculty across the disciplines. "A Decentralized Approach: The Departmental Program at the U.S. Air Force Academy" (Carl Reddel) provides an example of a decentralized approach to serving faculty in a disciplinary context. "Faculty Development Opportunities in Academic Administration" (James Pence) describes a program that gives faculty administrative experience while they perform tasks critical to the institution. Ninety references are contained

IR 016 113

overall. (KRN)

ED 355 943

Williams, Jeffrey

Academic Libraries: 1990. E.D. TABS.

National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-038267-X; NCES-93-044

Pub Date—Dec 92

Note—88p.

Available from—U.S. Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Libraries, Higher Education, Interlibrary Loans, Library Circulation, Library Collection Development, Library Collections, Library Equipment, Library Expenditures, Library Instruction, Library Personnel, Library Services, *Library Statistics, Library Surveys, National Surveys, Online Searching, Reference Services, Users (Information)

Identifiers—*Integrated Postsecondary Education Data System

This report is based on information from the 1990-91 Integrated Postsecondary Education Data System (IPEDS) Academic Libraries survey, a U.S. Department of Education vehicle for collecting data from all postsecondary institutions in the United States. The data in this report represent colleges and universities with accreditation at the higher education level as recognized by the Secretary of Education; at the national level, 87 percent of the libraries responded. The tables in the publication summarize library staff, library operating expenditures, library collections, library loan transactions, and library service per typical week for libraries in higher education institutions. Statistics are presented for the nation and state-by-state. Staff and service data are for fall 1990, while the remainder of the data cover the 1990 fiscal year (i.e., any 12-month period between July 1, 1989, and September 30, 1990, that corresponds to the institution's fiscal year). The survey form is included. (KRN)

ED 355 944

Beyond Decoding: Literacy and Libraries.

New York State Library, Albany.

Report No.—ISSN-0006-7407

Pub Date—92

Note—98p.

Available from—Documents/Gift and Exchange, New York State Library, Albany, NY 12230 (\$15 a year, \$4 a copy).

Journal Cit.—Bookmark; v50 n3 Spr 1992

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Reading Programs, Adult Students, Learning Resources Centers, Library Extension, *Literacy, *Outreach Programs, *Program Descriptions, *Public Libraries, Writing Skills

Identifiers—American Library Association, Family Literacy

This issue contains 21 articles discussing library-sponsored literacy programs, tutoring and programming techniques, and state and national efforts. The articles include: (1) "Beyond Decoding: Literacy and Libraries—Introduction" (Amy Spaulding); (2) "Libraries: National Center for Literacy" (Jacqueline Cook); (3) "Kids Who Read Can Succeed" (Richard M. Dougherty); (4) "A New Era of Achievement" (Bernice MacDonald); (5) "A Personal Perspective on Literacy Outreach" (Matty L. Nelson); (6) "New Readers in Brooklyn Break Out of Isolation" (Deborah Ruth); (7) "The National Literacy Act: What Librarians Should Know" (Barbara Humes); (8) "Maintaining a Balance to Serve Learners" (Mildred Dotson); (9) "Encouraging Reflective Learning Through Reading, Writing and Assessment: A Program's Journey" (Diane J. Rosenthal); (10) "Learning Styles and Literacy" (Joan Glasner and Joanne Ingham); (11) "Library and Information Science Education Literacy Update" (Patricia E. Feehan); (12) "School Library Media Programs and Family Literacy: Opportunities and Obstacles" (Eleanor R. Kulleseid); (13) "The Importance of Men As Role Models in Literacy" (Sara Willoughby-Herb and Steven L. Herb); (14) "The Past, Present, and the Promise of Family Literacy" (Meta Potts); (15) "A Strong Record: NYLA (New York Library Association) and Literacy" (Theresa

L. Broderick); (16) "Onondaga Reaches Out" (Bruce E. Daniels, Sari Feldman, and Milena M. Hansen); (17) "Building Communities of Learners in Library Literacy Programs" (Roger Dwyer); (18) "Literacy Services in Rural Libraries" (Leona Salzman); (19) "America's Silent Scandal: Adult Illiteracy" (Richard C. Wade); (20) "Literacy as Part of the Library Mission" (Jerry Nichols); (21) "New Readers Write" (Mamie Chow, Don Chiappetta, Mary Hall, Diane Francis, Beadie Anderson, and Enrique Luis Ramirez). (KRN)

ED 355 945 IR 054 413

Burnheim, Robert Floyd, Anne
College Library Services To Support Competency-Based Training: New Roles, Skills and Partnerships. Workshop Report.

Technical and Further Education-TEQ, Queensland (Australia). Library Network Branch.
Pub Date—Oct 92

Note—138p.
Pub Type—Collected Works - Proceedings (021) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Change Strategies, *Competency Based Education, Curriculum Development, Definitions, Foreign Countries, *Library Role, *Library Services, Models, *Policy Formation, Postsecondary Education, *Teacher Attitudes, Vocational Education, Workshops
Identifiers—TAFE (Australia)

This report documents the findings from 13 workshops designed to help teachers and librarians work together to identify library services required to support the delivery of competency-training curricula. Two hundred and twenty-eight staff attended the workshops, which were held in Queensland (Australia) between March and July 1992. About 80 percent of the participants were teachers; the remainder were librarians. The report is based on teacher and librarian responses to the following workshop topics: (1) defining competency-based training; (2) the impact of competency-based training curricula on the teaching process; (3) what kinds of library services are needed to support the delivery of a competency-based training curriculum; (4) what library services that existed before the switch to a competency-based curriculum were beneficial to the new curriculum; (5) blocks to the provision of library services in support of the new curriculum; and (6) interventions and activities needed at the college, regional and state levels to improve services. The raw data collected during the workshops, a curriculum development model showing library input, a list of the workshops, the evaluation forms and summary of the evaluation, and a copy of the workshop booklet are appended. (KRN)

ED 355 946 IR 054 414

Burnheim, Robert
Curriculum Delivery Is Changing—Responding to the Change.

Technical and Further Education-TEQ, Queensland (Australia). Library Network Branch.

Pub Date—Aug 91
Note—13p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *Competency Based Education, *Course Integrated Library Instruction, *Curriculum Development, Foreign Countries, *Information Literacy, *Library Role, *Library Services, Postsecondary Education, Vocational Education

Identifiers—Information Skills, TAFE (Australia)

The adoption of the competency-based training (CBT) style of curriculum delivery in the TAFE (Technical and Further Education) program in Queensland, Australia is presenting librarians with the challenge of providing reader education services appropriate to this mode of education. Information competencies should be included in the recast curriculum. These competencies can be developed in everyday learning activities. Library staff should be active participants in the process, available to advise and assist teachers in ensuring that students achieve these competencies. To be active and effective participants in this process, librarians need to develop their knowledge and understanding of the elements of the learning process, such as individual learning styles and thinking skills. Library staff should also pursue membership in curriculum development groups and bring with them an awareness of the range of curriculum design and evaluation models and a sense of where and how library staff can contribute to the process. By having this knowledge and understanding, open communication between teaching staff and library staff will be facilitated, along with the increasing quality, relevance, and value of library services. A curriculum development model showing library input is appended. (Contains 16 references.) (KRN)

tribute to the process. By having this knowledge and understanding, open communication between teaching staff and library staff will be facilitated, along with the increasing quality, relevance, and value of library services. A curriculum development model showing library input is appended. (Contains 16 references.) (KRN)

ED 355 947 IR 054 450

Vaccaro, Bill, Ed. Valauskas, Edward J., Ed.
Macintosh Libraries 2.0.

Apple Library Users Group, Cupertino, CA.
Pub Date—89

Note—96p.; For the 1991 volume, see IR 054 451.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, *Computer Software, Elementary Secondary Education, Higher Education, *Hypermedia, *Library Automation, Library Instruction, Library Services, *Microcomputers, Public Libraries, Reference Services, School Libraries

Identifiers—Apple Macintosh, HyperCard, Screen Format, Vendors

This annual collection contains 18 papers about the use of Macintosh computers in libraries. Papers include: "The Macintosh as a Wayfinding Tool for Professional Conferences: The LITA '88 HyperCard Stack" (Ann F. Bevilacqua); "Enhancing Library Services with the Macintosh" (Naomi C. Broering); "Scanning Technologies in Libraries" (Steve Cislser); "The Macintosh at the University of Illinois at Chicago Library: Flexibility in a Dynamic Environment" (Kerry L. Cochrane); "How a School Librarian Looked at a Gaining Problem (and Saw How the Mac and Hypercard Might Solve It)" (Stephen J. D'Elia); "The Macintosh Media Catalog: Helping People Find What They Need in Spite of LC" (Virginia Gilmore and Layne Nordgren); "The Mac and Power Days at Milne" (Richard D. Johnson); "The USC College Library—A Macintosh System" (Anne Lynch and Hazel Lord); "Macintosh in the Apple Library: An Update" (Rosanne Macek); "The Macs-imized High School Library Instructional Program" (Carole Martinez and Ruth Windmiller); "The Power To Be Our Best: The Macintosh at the Niles Public Library" (Duncan J. McKenzie); "Taking the Plunge...or, How to Launch a 'Mac-Attack' on a Public Library" (Vickie L. Novak); "The Public Macintosh: Solutions for the Rest of Us" (Jean Armour Polly); "Keyword Access to Specialized Collections in an Academic Library Using the Apple Macintosh" (Elena Romaniuk); "The King of Fonts: Sharing Fonts on a TOPS Network (or, Hey Where's the University Roman?)" (Alan Rowth); "Use of the Macintosh in the Reference Section" (Neal Schleifer); "The Macintosh Lab at Case Western Reserve University Libraries" (Sharon K. Schmitt); and "M.A.C.—The Media Access Center at the J. Paul Leonard Library, San Francisco State University" (Mitch Turitz). Also included are an afterword, "MacProverbs" (Rick Fensterer); a directory of contributors and editors; an index of articles by type of library activity; a directory of hardware and software vendors; and a comprehensive index. (ALF)

ED 355 948 IR 054 451

Valauskas, Edward J., Ed. Vaccaro, Bill, Ed.
Macintosh Libraries 4. Fourth Edition.

Apple Library Users Group, Cupertino, CA.
Pub Date—91

Note—110p.; For the 1989 volume, see IR 054 450.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Libraries, Computer Networks, *Computer Software, Desktop Publishing, Elementary Secondary Education, Higher Education, *Hypermedia, Information Retrieval, *Library Automation, Library Instruction, Library Services, *Microcomputers, Online Searching, Public Libraries, Reference Services, School Libraries, Special Libraries

Identifiers—Apple Macintosh, HyperCard, Screen Format, Vendors

This annual collection contains the following 14 papers about the use of Macintosh computers in libraries: "Of Mice and Macs: The Integration of the Macintosh into the Operations and Services of the University of Tennessee, Memphis Health Science Library" (Lois M. Bellamy); "Networking Reference CD-Roms in the Apple Library" (Mary Ellen Bercik); "In Splendid Isolation: The Macintosh at the University of the Arts Libraries" (Stephen

Bloom); "A Shareware System Shared" (Carol Bonham); "Database Publishing by the Shores of the Chesapeake" (Kay Brodie and Claudia Jewell); "Business Sense: Using the Macintosh in a Business School Library" (Lene Byskov and Jorgen Albrechtsen); "Macintoshing the Special Library: A Case Study" (George H. Drury); "The Macintosh Life...in a Junior High School Library Setting" (Carol Felch); "Using HyperCard as a Promotional Tool" (Barbara Mattscheck); "It Started Slowly...and It Grew...And Grew...And Grew" (Mary E. Okarma); "The HyperCard Library Instruction Project" (Joan Parker); "How I Learned to Stop Worrying...and Love the Macintosh" (Barbara Passoff); "Reach Out and Type at Someone (or How I Found Happiness in Sleepless Nights on the FidoNet)" (Alan Rowth); and "USCInfo: A Development Platform for Tomorrow's Information Rich Environment" (John Waiblinger). Also included are an introduction, "Survival of the Fittest: The Evolution of The Macintosh in Libraries" (Edward J. Valauskas); a directory of vendors; an index; and "Toolbox," a list of hardware, software, typeface, and output used in the publication of this collection. (ALF)

ED 355 949 IR 054 452

Valauskas, Edward J., Ed. Vaccaro, Bill, Ed.
Macintosh Libraries 5. Fifth Edition.

Apple Library Users Group, Cupertino, CA.
Pub Date—92

Note—112p.; For the 1991 volume, see IR 054 451.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Libraries, Computer Networks, *Computer Software, Elementary Secondary Education, Higher Education, *Hypermedia, Information Retrieval, Library Services, *Microcomputers, Online Searching, Public Libraries, Reference Services, School Libraries, Special Libraries, Staff Development

Identifiers—Apple Macintosh, HyperCard, Screen Format, Vendors

This annual collection contains 16 papers about the use of Macintosh computers in libraries which include: "New Horizons in Library Training: Using HyperCard for Computer-Based Staff Training" (Pauline S. Bayne and Joe C. Rader); "Get a Closet" (Ron Bernston); "Current Periodicals: Subject Access the Mac Way" (Constance L. Foster); "Project iLUMINAtE at the University of Minnesota Libraries" (Celia Hales-Mabry); "Pat: Got the Apple Grant! Help!!!" (Pat Hunt); "A Teacher's Dream...A Student's Nightmare: The Minnesota State Test Item Bank on CD-ROM" (Keith Johnson); "The Chemist's Crystal Ball" (Merri Beth Lavagnino and Kimberly Parker); "Macintosh in a Supercomputer Library" (Mary Layman); "The Library is Not a Place" (Shelley Lochhead and Lawrence Bickford); "Profiting From the Macintosh: Investments in an Electronic Library at Southwest Missouri State University" (John M. Meador, Jr.); "Digitized Document Transmission Using HyperCard" (Eric Lease Morgan and Tracy M. Casorso); "Designing and Evaluating ARCHIMEDES: A HyperCard Reference Aid at the University of Michigan" (Jim Ottaviani and James E. Alloway); "The Gateway to Information: Using Macintosh, HyperCard and MitemView to Simplify Information Seeking at The Ohio State University" (Fred Roecker); "School Libraries and Smart School Development" (Charles Stallard); "HyperCard VIRGO Training" (Christie Stephenson); and "The CORE Project: Formatting Chemistry Information for Screen Display in HyperCard" (Stuart Weibel, Mark Bendig and Will Ray). Also included are an introduction, "The Death of the Library Workstation" (Edward J. Valauskas); a directory of vendors; an index; and a list of the hardware, software, text types, and outputs used in the publication of this collection. (ALF)

ED 355 950 IR 054 510

Byrne, Cornelia
Survey of Single-Judge Municipal Court Libraries in Ohio.

Pub Date—Nov 92
Note—43p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgeting, *Court Judges, *Law Libraries, Library Collection Development, Library Surveys, *Municipalities, Questionnaires, *Re-

search Libraries, *Resource Materials, Retrenchment, State Surveys, User Needs (Information) Identifiers—*Ohio, *Single Judge Municipal Court Libraries

In this age of limited resources, municipal courts scrutinize their library budgets with a view to maintaining adequate legal information sources and services at the lowest possible cost. Some courts relying on the authority of the Ohio Revised Code Section 2303.201 assess additional court costs to fund the acquisition and maintenance of computer-assisted legal research. This study develops a profile of single-judge municipal court libraries in Ohio in order to predict trends in the selection and acquisition of print materials and online research services. Eighty-six single-judge municipal courts were contacted, and 47 responded with returned questionnaires. Results provide a guide to courts seeking information necessary for improving their collections and services. Budgets were generally modest, and 10 percent of the courts deemed their legal information service less than adequate or poor. Typically, the libraries were not maintained by a librarian. Nine appendixes contain the 24-item study questionnaire, a list of one judge municipal courts in Ohio, the survey cover letter, and six figures illustrating the findings. (Contains 16 references.) (SLD)

ED 355 951

IR 054 511

Nordland, Cindy Lee

Qualifications Sought by Employers of Health Sciences Librarians, 1991.

Pub Date—Oct 92

Note—35p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advertising, Certification, Communication Skills, Comparative Analysis, Content Analysis, Employers, *Employment Qualifications, *Job Skills, Knowledge Level, *Librarians, Library Administration, Library Education, *Medical Libraries, *Newsletters, Recruitment, Salaries, Tables (Data), Teaching Skills Identifiers—*Health Sciences, Medical Library Association

This paper analyzes the job advertisements that appeared in "MLA News" (a publication of the Medical Library Association) from January 1991 through December 1991. It replicates two earlier studies, in 1977-78 and 1986, and compares results. Each of the 179 job advertisements for 1991 was studied for: (1) administrative level; (2) area of expertise; (3) job qualifications, including a Master's Degree in Library Science; (4) foreign languages; (5) years of experience; (6) MLA certification; (7) additional academic degrees and subject background; (8) geographic locations; and (9) compensation, including salary and fringe benefits. Qualifications deemed most important are identified. As in 1986, qualifications beyond professional library skills, such as communications and teaching skills, were increasingly important. Only nine percent of jobs asked for MLA certification, and only one percent required it. Subject area background was the area most requested. An appendix contains the content analysis coding form, and there are 11 tables of data. (Contains 10 references.) (SLD)

ED 355 952

IR 054 512

Coan, Eileen

The Use of Reference Tools and Skills by Bookstore Employees.

Pub Date—Jan 93

Note—43p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Books, Demography, Educational Background, *Employees, Job Skills, Job Training, *Library Services, Questionnaires, *Reference Materials, *Research Tools, *Sales Workers, Search Strategies, User Needs (Information) Identifiers—*Bookstores, Ohio (Cleveland), *Reference Skills

A questionnaire was distributed to bookstore employees to determine their awareness and correct use of reference tools and skills with customers. Fifty employees returned the survey for a 42% response rate. The questionnaire collected demographic data on the education, work background, and on-the-job training of typical clerks at three Cleveland (Ohio) "upscale" bookstores. Only those

staff members who have regular customer contact as part of their assigned duties participated; full-time buyers, administrators, and office staff were eliminated from the sample. It was found that most individuals in the group had a college education and some library experience, but very little reference training in their current positions. Seventy-six percent of the sample had an undergraduate degree and 26 percent had graduate degrees. Subjective questions found that the subjects were divided on their knowledge of computers, their use of reference books, and their willingness to call a library for assistance. This preliminary research points the way to the development of more effective training for bookstore clerks. Five tables present study findings; and three appendixes contain the 12-item questionnaire, its cover letter, and the field names and coding descriptions used. (Contains 21 references.) (SLD)

ED 355 953

IR 054 513

Titus, Lori

Utilization of CD-ROM Reference Products by Reference Librarians in Public Libraries in Arizona, Colorado, New Mexico, and Utah.

Pub Date—Dec 92

Note—38p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Information Systems, Information Utilization, *Librarians, Library Surveys, *Optical Data Disks, *Public Libraries, *Reference Materials, Reference Services, Users (Information), Use Studies

Identifiers—Arizona, Colorado, New Mexico, Utah A survey of the reference departments of public libraries in Arizona, Colorado, New Mexico, and Utah was conducted to determine whether CD-ROM products are being used in routine reference work. Previous literature on CD-ROM had primarily been concerned with the response to and acceptance of the technology by patrons. A stratified sample of public libraries containing at least 50,000 volumes was used to allow comparisons between different size libraries and their use of CD-ROMs. Of the 68 surveys sent out, 57 were returned. Of the libraries replying, 65 percent used CD-ROM products. A slight majority of these libraries, 58.8 percent, indicated that the reference staff used CD-ROMs routinely. However, use by patrons was found to be more important than use by staff when selecting a CD-ROM product. Six tables and two figures present study data. Four appendixes contain the questionnaire, its cover letter, and two lists of CD-ROM products. (Contains 14 references.) (SLD)

ED 355 954

IR 054 514

Pappas, Thomas F.

American Railroads—An Annotated Guide to Reference Sources.

Pub Date—28 Oct 92

Note—149p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, Citations (References), Databases, Indexes, Organizations (Groups), *Rail Transportation, *Reference Materials, *Research Tools, *Resource Materials, *United States History

This collection lists 630 reference sources on American railroads. Included are printed sources, such as bibliographies, indexing and abstracting services, dictionaries, encyclopedias, almanacs, directories, yearbooks, manuals, handbooks, maps, atlases, and statistical sources. Each reference has a full bibliographic citation, and some are accompanied by annotations. Journals and magazines on railroads, both in hard copy and online, are listed along with databases with information on railroads. Other sources of information listed are business and professional associations, historical groups and museums, and research organizations. Separate indexes for authors and titles are provided, along with 60 endnotes and a 54-item bibliography of the sources consulted. (SLD)

ED 355 955

IR 054 515

Swanson, Cecilia P.

Assessment of Stress and Burnout in Youth Librarians.

Pub Date—Dec 92

Note—56p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Burnout, *Childrens Libraries, Coping, Elementary Secondary Education, *Job Satisfaction, *Librarians, *Library Services, Library Surveys, Organizational Climate, Public Libraries, School Libraries, Sex Differences, *Stress Variables, Surveys

Identifiers—Ohio

Stress and burnout are now recognized as serious problems in those fields generally referred to as the helping professions. Whatever the causes, stress and burnout impact on individuals and organizations. Librarianship has many aspects in common with other helping professions. Librarians serving youth face many of the same demands as do educators, a group already identified as high-risk. Some of the recent research is examined on burnout among youth librarians, and a survey is described that explores burnout among youth librarians. The sample, drawn from youth librarian members of the Northeast Ohio Library Association, included 45 school librarians and 55 public librarians. Seventy-five survey instruments, based on the Maslach Burnout Inventory, were returned. Youth librarians are generally experiencing some strain in the area of physical stamina. Overall, less than five percent of the respondents show any indication of stress and burnout. Gender (90.7 percent of the sample were female) and length of employment show no effect on reported levels of stress. Ten tables present study findings. An appendix contains the 32-item study questionnaire and its cover letter. (Contains 26 references.) (SLD)

ED 355 956

IR 054 516

Williams, Robert A.

The Effectiveness of the Online Card Catalog for Sixth, Seventh, and Eighth Grade Students at Saylorway Middle School Library: A Survey.

Pub Date—Nov 92

Note—44p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Childrens Libraries, Grade 6, Grade 7, Grade 8, *Information Utilization, Junior High Schools, Junior High School Students, Library Automation, *Library Catalogs, Middle Schools, *Online Catalogs, *School Libraries, Student Attitudes, Users (Information)

Identifiers—Middle School Students, Student Surveys, Vermilion Local School District OH

The effectiveness of the online card catalog at Saylorway Middle School in Vermilion (Ohio) was studied. The library became fully automated in 1991. The participants were 76 sixth, 90 seventh, and 70 eighth graders (102 males and 134 females), ranging in age from 12 to 14 years. A survey determined the degree of effectiveness of the online card catalog in the opinions of the students. Participants gave high marks to the availability of the online catalog, although the degree of acceptance rose with the grade level. All student levels rated their future use of this new technology as extremely likely. Results indicate that online card catalogs are effective in the views of student patrons. Eight tables present study findings. An appendix contains the survey form. (Contains 17 references.) (Author/SLD)

ED 355 957

IR 054 517

McGuire, Mark J.

An Exploratory Study of Cathedral Music Libraries.

Pub Date—Nov 92

Note—83p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Churches, Classification, Indexes, Information Needs, Library Catalogs, Library Materials, Library Networks, *Library Services, Library Surveys, Library Technical Processes, Mail Surveys, *Music, *User Needs (Information)

Identifiers—Cathedrals, *Music Libraries, *Roman Catholic Church

A survey was mailed to the 185 U.S. Roman Cath-

olic cathedrals to determine the nature and extent of cathedral music libraries. In addition to baseline demographic information, survey questions focused on the following topics: (1) music library staffing and management; (2) methods of cataloging and classification; (3) the use and creation of indexes and other finding aids to the collection; and (4) interest in information sharing and networking. Based on a 61 percent usable return rate, results indicate that Roman Catholic cathedrals maintain music libraries ranging from 160 to 90,000 scores, use a wide range of cataloging and classification systems, and have developed an assortment of custom indexes to these collections. No cathedral music library is managed by a professional librarian. Eighty-eight percent of music directors value the introduction of standard library practices to cathedral music collections, but only 57 percent expressed a desire for professional assistance. Cathedral music directors expressed a decided interest in developing a shared information network, but indicated a lack of resources to achieve this end. Twenty-two tables present survey responses. The questionnaire, its cover letter, and a follow-up letter are included. (Contains 37 references.) (Author/SLD)

ED 355 958

IR 054 518

Miller, John V., Jr.

The Formation and Early Development of the University of Akron Archives, 1965-1973.

Pub Date—Dec 92

Note—48p; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Descriptive (141) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Archives, *College Libraries, Data Collection, Educational History, Higher Education, History, *Library Collections, Library Development, Library Networks, *Program Development, *Psychology, *Records Management

Identifiers—*University of Akron OH

In 1965, as the University of Akron (Ohio) was approaching its centennial, it was decided to create two archival programs. One was the University Archives, which preserves records and other items dealing with the history and development of the institution. A different approach, but one that was closely intertwined with the University Archives, was the effort by John A. Popplestone, a Professor of Psychology, to collect documentary evidence of the history of psychology. These nationally oriented archives became known as the Archives of the History of American Psychology. The University of Akron subsequently became one of the charter members of the Ohio Network of American History Research Centers when the network was formed in July 1970. These programs represent different approaches to collecting archival sources, an institutional basis, a subject orientation, and a geographical focus. This study examines the establishment and advances made by these programs in their early years. In 1973, with the move of the Archives into the new University Library, the first phase of the development of the archival programs was successfully completed. (Author/SLD)

ED 355 959

IR 054 519

Trinkley, Michael

Preservation Concerns in Construction and Remodeling of Libraries: Planning for Preservation. South Carolina State Library, Columbia.

Pub Date—Sep 92

Note—106p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Architects, Building Design, Building Plans, Check Lists, Construction (Process), *Construction Needs, Cost Effectiveness, Engineers, *Facility Planning, *Library Facilities, Library Materials, *Library Planning, Library Technical Processes, *Preservation, Records Management, Space Utilization, Structural Elements (Construction)

Identifiers—*Remodeling

To help libraries and other holdings institutions better incorporate preservation concerns in construction, renovation, and routine maintenance, various techniques are presented that allow preservation concerns to be integrated. The following topics are considered: (1) site selection; (2) design of the building envelope; (3) the library interior; (4)

floor coverings; (5) roofing materials; (6) electric and plumbing features; (7) lighting; (8) environmental controls; (9) integration of fire protection and security concerns; (10) pest control; (11) use of book returns; and (12) landscaping. Cost concerns are discussed, explaining various cost analyses, the relationship between preservation and maintenance, and why preservation costs provide long-term benefits. Designing for preservation, while likely to increase the short-term capital costs of a new library building, will provide significant cost returns in longer collection life and reduce long-term maintenance and replacement costs associated with the library itself. Various phases of architectural design and construction, and their relationship to preservation concerns, are briefly outlined to help avoid common pitfalls in working with architects, engineers, and contractors. Eight figures and two tables illustrate the discussion. A list of 37 resources for preservation is included; and four appendices provide specific details about lighting and pesticide use, and a checklist of preservation concerns. (Contains 70 references.) (Author/SLD)

ED 355 960

IR 054 520

Library Services and Construction Act (LSCA). South Carolina State-Administration Annual Program, 1992-1993.

South Carolina State Library, Columbia.

Spons Agency—Department of Education, Washington, DC.

Pub Date—93

Contract—R034A30021

Note—88p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, Career Education, Disabilities, Educationally Disadvantaged, *Federal Aid, Federal Legislation, *Financial Support, *Libraries, Library Administration, Library Automation, Library Collection Development, Library Cooperation, Library Networks, Library Planning, *Library Services, Library Technical Processes, *State Programs, Statewide Planning, Statistical Data

Identifiers—*Library Services and Construction Act, *South Carolina

Supporting documentation for the grant and use of Federal Library Services and Construction Act (LSCA) funds in South Carolina is presented in this annual program. Under Title 1, Library Services, the bulk of the grant money is planned for the following projects: (1) general administration (Project I-A); (2) library interpretation (Project I-B); (3) strengthening support service (Project II-A); (4) strengthening collection development (Project II-B); (5) field services (Project III-A); (6) career education (Project III-B); (7) service to the disadvantaged (Project III-D); (8) library development (Project III-E); (9) service to children (Project III-F); (10) public library automation and technology (Project III-H); (11) literacy (Project III-I); (12) service to adults (Project III-J); (13) services for the blind and physically handicapped (Project IV); and (14) institutional library services (Project V). Total funds for Title 1 are \$1,189,194. No funds are allocated for Title 2, public library construction, but \$280,049 is allocated for Title 3, interlibrary cooperation, in the areas of the South Carolina Library Network and planning for cooperative library networks. Objectives and activities are described for each project planned. (SLD)

ED 355 961

IR 054 521

The South Carolina Program for Library Development, 1992-1995, under the Library Services and Construction Act (P.L. 101-254, FY 1992).

South Carolina State Library, Columbia.

Pub Date—93

Note—68p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Federal Aid, Federal Legislation, Library Administration, Library Cooperation, *Library Development, Library Expenditures, *Library Planning, *Library Services, Program Implementation, Shared Library Resources, *State Libraries, *State Programs, Statewide Planning

Identifiers—Library Services and Construction Act, South Carolina, *South Carolina State Library The South Carolina State Library presents its long-term plans for using federal funds received under the Library Services and Construction Act (LSCA). Titles 4 through 8 of the act are administered directly by the U.S. Department of Education.

This document shows how South Carolina plans to use funds from Title 1, Library Services; Title 2, Public Library Construction; and Title 3, Interlibrary Cooperation and Resource Sharing. In addition to meeting the planning requirements of the act, this document serves as a basic summary of the objectives, policies, and procedures for improvement of library services in South Carolina. It is also a guide for libraries wishing to participate in the LSCA program. Chapters review the following: (1) a description of the long-range program; (2) "The Library Public"; (3) "South Carolina's Libraries and Their Needs"; (4) "Criteria, Priorities, and Procedures"; and (5) "Goals, Objectives, and Implementation." Two tables list the public libraries of South Carolina and summarize library statistics. (SLD)

ED 355 962

IR 054 522

Maxwell, James D.

A Summary of the Online Public Access Catalog Merger between the Library of the Franklin University and the Columbus Ohio Metropolitan Library and an Analysis of the Intralibrary Loan Relationship.

Pub Date—Jul 92

Note—40p; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Information, *College Libraries, Higher Education, *Interlibrary Loans, Library Catalogs, *Library Cooperation, Library Services, *Mergers, *Online Catalogs, *Public Libraries, Shared Library Resources, Technological Advancement, Union Catalogs, Universities

Identifiers—Columbus Public Library OH, Franklin University OH

Cooperation between different types of libraries to increase ease of patron access was not capable of great strides until the technological advances of the mid-1980s. Writers in the field are reporting increased pockets of activity, but also say that traditional ideas, such as pride of ownership or fear of future results from fixed commitments, are still deterring many possible cooperative efforts. Steps leading to the merging of the cataloged items to an online system by an academic library and a public library are summarized. This cooperative effort by the Franklin University Library in Columbus (Ohio) and the Columbus Metropolitan Library (Ohio) resulted in the formation of a cooperative network that has ignored the myths and overcome the barriers. This paper tracks the results of intralibrary loan transactions for parts of two trimesters (4 months in total) to determine the quantity and classifications of materials being utilized. Findings reveal that the academic library was loaning a greater number of books into the system than in-house patrons were borrowing from the public library collection, to the extent of almost seven-to-one. The director of the Franklin library is not displeased to see the materials being loaned, reasoning that it is rewarding to see the materials being used and that this provides excellent public relations. Four figures illustrate study findings. (Contains 22 references.) (SLD)

ED 355 963

IR 054 523

ACCESS PENNSYLVANIA Curriculum Guide.

Pennsylvania State Library, Harrisburg.

Pub Date—Mar 91

Note—54p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, Access to Information, Curriculum Guides, *Databases, Elementary Secondary Education, Evaluation Methods, *Information Literacy, Information Needs, Learning Activities, Lesson Plans, *Library Cooperation, Media Specialists, Online Catalogs, Online Searching, Optical Data Disks, Public Libraries, School Libraries, Search Strategies, Special Libraries, *State Programs, *Union Catalogs

Identifiers—*ACCESS PENNSYLVANIA,

*Pennsylvania, User Guides

This curriculum guide was prepared as a tool for teaching students the purpose and function of the ACCESS PENNSYLVANIA database in the total concept of information literacy. The database on compact laser disc contains information about the holdings of hundreds of school, public, academic, and special use libraries. The database can be searched at the local level using a microcomputer and two laser disc readers, by title, author, subject, location, type of material, publication date, key

word, or a combination of these reference points. Students must learn to analyze their information needs and to evaluate the information source itself. The guide encourages integration of database use into the total curriculum. There are 16 lesson plans, each with the lesson objective, the expected level of student achievement, activities that must be performed by the media specialist and the student, resources needed to teach the lesson, and an evaluation process. The lessons include knowledge of computer hardware and software, as well as how to use the system. Six handouts and a 46-item glossary are included. (SLD)

ED 355 964 IR 054 524

McCracken, John R.

A Report on Continuing Education Needs for the Nevada Library Community.
Nevada State Library and Archives, Carson City.
Pub Date—Jan 92

Note—81p.; Prepared in cooperation with the Nevada Libraries Continuing Education Advisory Board.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Accrediting Agencies, Advisory Committees, *Certification, *Continuing Education, *Distance Education, Employment Qualifications, Government Role, Higher Education, Job Skills, Library Education, *Library Personnel, Library Planning, Library Services, Masters Degrees, Needs Assessment, Public Service, Staff Development, State Legislation, State Libraries, State Programs, *State Standards

Identifiers—*Nevada

Individuals and groups within the Nevada library community recognize the need for planned continuing education opportunities established both on the job and outside the work environment. Information about the needs for continuing education was obtained from a literature review, site visits, a review of written materials, and interviews with library representatives throughout Nevada. While this report does not contain goals, objectives, or a mission statement, it does identify continuing education issues and recommend actions to be taken by the state library. The following issues are identified: (1) statutory authority; (2) the role of the Nevada Libraries Continuing Education Advisory Committee; and (3) distance learning, including issues of certificate programs, Master's Degree in Library Science programs, the Library and Information Science Distance Education Consortium, and standards for accreditation. Recommendations are made for each of these areas, which include revising state laws as necessary and hiring personnel for specific jobs to strengthen continuing education. Eight appendices contain information about existing continuing education and descriptions of specific areas of need. (Contains 23 references.) (SLD)

ED 355 965 IR 054 525

Daval, Nicola, Comp. Brennan, Patricia, Comp.
ARL Statistics, 1991-92. A Compilation of Statistics from the One Hundred and Twenty Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0147-2135

Pub Date—93

Note—103p.; Data tables are on large double-sided foldout pages.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (ARL members, \$20 per year; non-members, \$60 per year).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Academic Libraries, *Budgets, Economic Impact, *Financial Problems, Foreign Countries, Higher Education, Interlibrary Loans, Library Associations, Library Collections, Library Cooperation, Library Expenditures, *Library Statistics, Library Surveys, Public Libraries, *Research Libraries, Retrenchment, Tables (Data)

Identifiers—*Association of Research Libraries, Canada, *United States

This volume presents data for the U.S. and Canadian libraries that were members of the Association of Research Libraries (ARL) during the 1991-92 fiscal year. The ARL membership consisted of 108 university libraries and 12 public or private independent research libraries. Overall, the 1991-92 statistics

offer a gloomy view of the traditional research library, with declining serial subscriptions and monograph acquisitions, fewer staff, budgets falling behind, or budgets barely keeping up with inflation. This view is relieved somewhat by the promise of access provided by interlibrary borrowing and lending. A lengthy table lists the member libraries, with statistics for several categories in the general areas of collections, interlibrary loans, and expenditures. A summary table indicates totals in these categories. Two tables provide (1) an analysis of selected variables of university libraries; and (2) Ph.D., faculty, and enrollment statistics. Eighteen tables then present rank order variables for member libraries. The questionnaire used to gather the statistics and its cover letter are included. Extensive notes (31 pages) add information to the tables. (SLD)

ED 355 966 IR 054 527

The Maryland State Library Network: Who We Are, What We Do, How We Do It, and for Whom. A Portrait of the Network.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services; Maryland State Library Network Coordinating Council.

Pub Date—Nov 90

Note—50p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, *Access to Information, Databases, Delivery Systems, Elementary Secondary Education, Higher Education, Interlibrary Loans, *Library Networks, Library Services, Online Catalogs, Public Libraries, School Libraries, Shared Library Resources, Special Libraries, *State Libraries, State Programs

Identifiers—*Maryland State Library Network, Vendors

The Maryland State Library Network exists to provide Maryland residents with rapid, easy access to information, materials, and services from any available information source. The network comprises a variety of formal and informal programs and activities; and it is supported by state, federal, and some local funds. The network facilitates interlibrary loan and other forms of resource sharing among Maryland libraries of all types. There are more than 450 member libraries, including academic, public, school, and special libraries. Services are provided by telephone, electronically, in person, by physical delivery, through protocols and policies, and by knowledgeable staff. This report describes the following items: (1) the State Library Network; (2) agent institutions; (3) tools and delivery systems; (4) mechanisms of support; and (5) vendors (suppliers of databases and database products). (SLD)

ED 355 967 IR 054 528

The Seymour Plan: Electronically Connecting Maryland's Libraries.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services; Maryland State Library Network Coordinating Council.

Pub Date—Dec 92

Note—57p.; Prepared by the Seymour Working Group.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Databases, Delivery Systems, *Information Networks, Information Services, Library Planning, Library Role, National Programs, Program Implementation, *Shared Library Resources, State Libraries, State Programs, *Telecommunications, Training

Identifiers—Internet, *Maryland, *Seymour Plan MD

By 1999, Maryland residents will have electronic access to a statewide system of information and resources to enable them to work, study, and enrich their lives. This system has its base in the library community, with connections to state and national resources. The Seymour Plan explains how this access will come about. The first stage will establish a statewide telecommunications network, enabling any library to access Seymour through the equivalent of a local phone call. The second stage builds on this electronic infrastructure, adding access to databases that will help users identify, locate, request, and receive information and materials they need. Seymour is being implemented because current systems have developed as far as they can, given their current software, and because the economic situation makes it imperative to use resources wisely. The availability of the Internet and developments in technology make these advances possible. A component of Seymour will be the "Find a ..." service

to help people use the system. Implementation of the telecommunications component will begin in late fiscal year (FY) 1993 and be completed by the end of FY 1995. "Find a ..." services will start in FY 1994 and continue through FY 1998. Education, training, and support services will be developed to ensure the successful implementation and use of Seymour. Individual projects under Seymour are described, and a 34-item glossary is included. (SLD)

ED 355 968 IR 054 529

Toward the Year 2000: A Strategic Plan for the Maryland State Library Network.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date—Nov 89

Note—95p.

Pub Type—Opinion Papers (120)—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Access to Information, Economic Factors, Futures (of Society), *Information Technology, Library Automation, Library Materials, *Library Networks, *Library Planning, Library Services, Objectives, Political Influences, Shared Library Resources, *State Libraries, State Programs, Statewide Planning, Technological Advancement

Identifiers—Maryland, *Maryland State Library Network

The goals and guiding principles of the Maryland State Library Network are defined by the State Library Network Planning and Resource Sharing Task Force. The following goals are asserted: (1) state residents will have improved access to the state's information resources through the work of a State Library Network Coordinating Council; (2) residents will be able to identify, locate, and request the information, materials, and services they need and will be eligible to use library services throughout the state; (3) residents will receive the materials, information, and services they need in a timely and efficient manner; and (4) state residents will have improved access to resources and information through use of new information technologies. These goals are to be implemented in light of the general situation of the state, the financial situation, the state of information technology, and the political situation. Specific objectives are listed in table form for each of the four goals. To clarify the context for resource sharing and automation, background information is provided on the state library network. (SLD)

ED 355 969 IR 054 530

Sudmalis, Linda

The Electronic Survey as a Research Tool: A Case Study of BALT-L.

Pub Date—Nov 92

Note—150p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses—Masters Theses (042)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Case Studies, Computer Assisted Testing, Conferences, Confidentiality, Electronic Mail, Foreign Countries, *Information Networks, *International Studies, Profiles, *Research Methodology, *Surveys, Tables (Data), Teleconferencing, User Needs (Information), *Users (Information), User Satisfaction (Information), Use Studies

Identifiers—Baltic States, *BALT L Discussion Group, *Electronic Testing

The purpose of this research study was to compose a user profile of one specific electronic conference/electronic mail (e-conference/e-mail) discussion group through an in-depth case study, using a survey administered, collected, and tabulated electronically. The BALT-L is an online forum devoted to communication to and about the Baltic republics of Lithuania, Latvia, and Estonia. Responses of 80 out of a total of 558 subscribers indicate that the typical user is male (85 percent), and that 30 percent of the respondents are between 19 and 29 years old. If U.S. educational levels were applied, 46.25 percent have a doctorate. While most subscribers (82.5 percent) belong to more than 10 e-conference/e-mail groups, the average user belonged to 8, and 3 individuals belonged to 50 each. Thirty-five percent ranked accessing general background information on a subject as their primary reason for accessing this medium. Responses originated from 14 geographic areas, with 63.75 percent from the United States. A full 40 percent of the

respondents were not of Baltic heritage, while 26.25 percent were Lithuanian, 23.75 percent were Latvian, and 10 percent were Estonian. Unique considerations in conducting research in an electronic medium, such as confidentiality and tailoring inquiries to the international audience, are also addressed. Twenty-four tables present survey responses. Seven appendices contain supplemental information about the group and the survey process. (Contains 30 references.) (Author/SLD)

ED 355 970 IR 054 535
Public and Association Libraries Statistics, 1991.
New York State Education Dept., Albany. Div. of Library Development.

Pub Date—92
Note—296p.
Pub Type—Numerical/Quantitative Data (110)
EDRS Price—MF01/PC12 Plus Postage.
Descriptors—Annual Reports, Comparative Analysis, Library Expenditures, Library Facilities, Library Services, *Library Statistics, Library Surveys, Organizations (Groups), *Public Libraries, Standards, State Surveys, Tables (Data)

Identifiers—*New York
Statistics about public and association libraries in New York State are compiled from information supplied by libraries and systems throughout the state. The following tables provide information about the 734 libraries in the systems and the 2 that are not system members: (1) Comparative Study; (2) System Summary (including Public Outlets); (3) System and Nonsystem Statistics (general, financial disbursements, and financial receipts); (4) System and Nonsystem Statistics by Population Served; (5) New York Public Libraries and Public Library Standards Comparison Chart; (6) System and Nonsystem Statistics Related to Proposed Library Standards; (7) Library Types by Population Served; and (8) Library Types by Public Library Systems. Six appendices contain the annual report forms and instructions, codes of sections of two tables, keys to abbreviations, an index of counties, and an index of libraries. (SLD)

ED 355 971 IR 054 536
Texas Academic Library Statistics, 1991.
Texas State Library, Austin. Dept. of Library Development.

Report No.—ISSN-0276-458X
Pub Date—92
Note—399p.
Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price—MF01/PC16 Plus Postage.
Descriptors—*Academic Libraries, College Students, Data Collection, Higher Education, Interlibrary Loans, Librarians, Library Collections, Library Expenditures, *Library Statistics, Library Surveys, Private Schools, Public Schools, Questionnaires, State Surveys, Tables (Data), Universities

Identifiers—*Texas
Statistics on academic libraries in Texas are reported in four tables for four-year public institutions, four-year private institutions, two-year colleges, and law schools and health science centers. A directory lists the libraries and their directors as of fall 1991. The following information is reported: (1) expenditures; (2) staff size; (3) collection size; (4) loans; (5) service in a typical week; (6) students; and (7) derived data about the institutions. Statistics are included for 160 institutions out of a possible 185. Also reported are survey answers from the 160 institutions responding to a questionnaire about the types of statistics that should be collected and reported. The survey instrument and a list of operational definitions are included. (SLD)

ED 355 972 IR 054 537
Smith, Mark. And Others
Counting What You Do: A Guide to Collecting and Reporting Public Library Statistics.

Texas State Library, Austin. Dept. of Library Development.

Spons Agency—National Commission on Libraries and Information Science, Washington, D. C.
Pub Date—92
Note—102p.

Pub Type—Guides — Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price—MF01/PC05 Plus Postage.
Descriptors—Accreditation (Institutions), Annual Reports, *Data Collection, Eligibility, Evaluation Utilization, Librarians, Library Collections, Library Expenditures, Library Services, *Library

Statistics, Library Surveys, *Public Libraries, State Aid, *State Programs, State Standards
Identifiers—*Texas

This manual is intended to help people working in local libraries collect and report statistics about what they do and complete the Texas State Library annual report form. Texas uses the annual reports to determine whether local libraries are eligible for membership in the Texas library system. Definitions and explanations are given for information requested in the following categories: (1) general information about the library; (2) financial statistics; (3) library collections and services; and (4) other information about the library. The value and use of statistics for program justification and the measurement of effectiveness are discussed; and how the state uses the statistics is reviewed. Three appendices contain sample forms, sample graphic representations, and the annual report and membership application form. (SLD)

ED 355 973 IR 054 538
Edmundson, Martha. Ash-Geisler, Viki
Discover the New World of Reading, Texas Reading Club Program Manual, 1992.

Spons Agency—Department of Education, Washington, DC; Texas State Library, Austin. Dept. of Library Development.

Pub Date—92
Note—250p.
Pub Type—Guides — Non-Classroom (055) — Reference Materials — Bibliographies (131)

EDRS Price—MF01/PC10 Plus Postage.
Descriptors—Adolescents, Annotated Bibliographies, Audiovisual Aids, Books, Childrens Literature, Elementary Education, Elementary School Students, Family Involvement, Family Programs, *Library Services, Middle Schools, Preschool Children, Preschool Education, *Public Libraries, *Reading Programs, State Programs, *Summer Programs, Toddlers, Users (Information)
Identifiers—Middle School Students, *Texas Reading Club

This manual for the 1992 Texas Reading Club aims to use books as the major focus of all reading club activities and to provide a holistic view of library programming for the reading club and other summer library activities. Following an initial chapter called "Prepare To Set Sail" containing ideas for launching the club, particular program ideas are given for various age groups in chapters called: "Early Explorers" (toddlers); "The Age of Discovery" (preschoolers); "Globe Trekkers" (elementary grades); "Family Odyssey" (families); and "Apprentice Adventurers" (middle school students). A chapter entitled "Around the World in Seven Continents" concerns an independent reading program and a chapter on additional resources contains a biographic sketch and bibliographic brochure on Steven Kellogg, author, story teller, and children's illustrator. Alphabetic lists of all audiovisual materials and all 596 books mentioned in the manual are included. Additional resources are listed, and there is a collection of clip art for program use by the artist Steven Kellogg. (SLD)

ED 355 974 IR 054 539
Brandhorst, Ted. Ed.
The Educational Resources Information Center (ERIC): An Annotated Bibliography of Documents and Journal Articles about ERIC (Covering the Period 1960-1992).

ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 93
Contract—R189002001
Note—159p.; Supersedes earlier editions: ED 169 955, ED 262 784, and ED 308 874.

Pub Type—Reference Materials — Bibliographies (131) — Information Analyses — ERIC Information Analysis Products (071)

EDRS Price—MF01/PC07 Plus Postage.
Descriptors—Abstracts, Agency Role, Annotated Bibliographies, *Bibliographic Databases, Citations (References), Early Childhood Education, *Educational Research, Educational Resources, Elementary Secondary Education, Indexes, Literature Reviews, *Online Searching, Online Systems, Optical Data Disks, Postsecondary Education, Research Reports, Technological Advancement

Identifiers—*ERIC

As producer of one of the earliest, most economical, and frequently searched machine-readable databases, the Educational Resources Information Center (ERIC) has been frequently studied and has figured heavily in the growth of online searching and in evaluations of the relatively new medium of bibliographic databases on compact disk (CD-ROM). This annotated bibliography represents the results of a comprehensive search for documents and journal articles written about ERIC published from 1960 through 1992. It contains 689 citations (574 referring to items in the ERIC database and 115 to items not in the database), adding 182 new citations to those listed in previous editions. The bibliography is arranged in descending order of accession number, with the most recent material listed first. Document resumes are included for entries in "Resources in Education" one of ERIC's two monthly publications, and journal article resumes are included for entries from the other monthly publication, "Current Index to Journals in Education." Subject, author, and institution indexes are included. An addendum lists references to items not in the ERIC database. ERIC clearinghouses and other network components are listed, and an order form is included for the ERIC Document Reproduction Service. (SLD)

ED 355 975 IR 054 540
Options for Braille Centralization. Study I—Implementation Study of Centralized Braille Book Storage and Distribution System. Part 1—Options for Braille Centralization. Final Report.

ManTech Technical Services Corp., Fairfax, VA; Wesley-Kind Associates, Inc.

Spons Agency—Library of Congress, Washington, D. C. National Library Service for the Blind and Physically Handicapped.

Pub Date—22 Jan 93
Contract—I70251
Note—222p.

Pub Type—Reports — Evaluative (142)
EDRS Price—MF01/PC09 Plus Postage.
Descriptors—Blindness, *Books, *Braille, *Centralization, Cost Estimates, Data Processing, Delivery Systems, Design Requirements, *Disabilities, Facility Requirements, Feasibility Studies, Library Networks, *Library Planning, Library Services, *Storage, Tables (Data), Technological Advancement, Telecommunications
Identifiers—*Interactive Computer Systems

This final report presents results of the first phase of an effort to develop in detail the resource requirements, operating procedures, and estimated costs for several centralized braille service options at the Library of Congress. Existing procedures and services were analyzed, and three models for centralized braille services were formulated. Option A, chosen by the study advisory committee as most likely to be successful, would consist of a comprehensive centralized service with reader advisory services at the centers, an Interactive Voice Response (IVR) feature, and telecommunications data link to local libraries. Options B and C would consist of reader advisory services and a profile selection circulation resident at the network library level, with a telecommunications link between the libraries—and the centers. In Option B, patrons could contact centers directly to place specific orders through clerks or the IVR, but Option C would not have these features. Centralized services would consist of two central distribution centers, an eastern center located in Cincinnati, Ohio serving all states and territories east of the Mississippi River together with the states of Louisiana, Arkansas, and Missouri and a western center located in Salt Lake City, Utah, serving all other states and territories. Resource requirements and operating procedures, were designed in the light of various expressed goals, including: a one-day service response time; voice communications access to the centers (Options A and B); and two-way transfer of data between libraries (all options). Costs for all resources are quantified and summarized and automatic data processing design features are described. Costs are constructed with estimated total costs for current network braille operations, with the costs for Option A being calculated on the assumption that 100% of reader advisory services are centrally provided. Reasons for the significant net cost savings realized by Option A are described. Twenty-five exhibits are included, and 38 appendices provide operating details, primarily in tabular form. (SLD)

JC

ED 355 976

JC 920 488

Baser, Ricky Neal

A Study of the Attitudes of Academic Administrators of Public Two- and Four-Year Institutions of Higher Education in Oklahoma toward Community College Education.

Pub Date—Jul 92

Note—131p.; Ed.D. Dissertation, Oklahoma State University.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106 (Order Number 93-00862).

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Academic Deans, *Administrator Attitudes, Administrators, *Articulation (Education), College Transfer Students, Community Colleges, Higher Education, *Intercollegiate Cooperation, Questionnaires, State Surveys, Transfer Policy, Transfer Programs, Two Year Colleges Identifiers—*Junior College Attitude Survey, Oklahoma

A study was conducted to compare the attitudes of two- and four-year college chief academic administrators, deans, and department heads in Oklahoma toward community college education. The "Junior College Attitude Survey" was administered to 491 administrators in the 27 public higher education institutions in Oklahoma, soliciting information on their attitudes toward two-year college faculty, students, programs, administration, and facilities. Study findings, based on responses from 118 of the two-year college administrators and 281 of the four-year college administrators, included the following: (1) in general, both two- and four-year college administrators expressed positive attitudes toward all the aspects of community colleges studied, though the two-year college group was more positive in its opinions; (2) there were significant differences between the attitudes of two- and four-year college administrators with respect to community college education, faculty, students, degree programs, and administration, but no differences with respect to facilities; (3) there were also significant differences of opinion within the two- and four-year college administrator groups, including differences between chief academic administrators and division heads; and (4) generally, the most positive attitudes toward two-year colleges were held by the highest level academic administrators. Study findings, as well as a review of the literature, suggest that the significant attitudinal differences between two- and four-year academic administrators can represent an obstacle to coordinated interinstitutional articulation. The survey instrument, a statement on Oklahoma's state articulation policy, and historical student transfer data are appended. (MAB)

ED 355 977

JC 930 129

Leite, Pedro T.

Microcomputer Usage at the Community College Level in the State of Kansas.

Butler County Community Coll., Butler, PA.

Pub Date—[92]

Note—11p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authoring Aids (Programing), Community Colleges, Computer Assisted Instruction, *Computer Centers, Computer Software, Computer System Design, *Computer Uses in Education, *Microcomputers, School Surveys, Two Year Colleges, Use Studies

Identifiers—*Kansas

In spring 1992, a study was performed to identify the current use of microcomputers for instruction at community colleges in Kansas. A questionnaire was sent to 20 community colleges, requesting information on subject areas in which computers are used in instruction, types and quantities of computers used, types of operating systems used, use of local area networks, locations of computers, and sources of software. Study findings, based on responses from 18 colleges, included the following: (1) at 18 colleges, microcomputers were being used to teach computer science, data processing, and word processing; (2) 17 colleges taught popular business software; and 15 colleges taught data management programs; (3) other subject areas using computers

included basic computer literacy, sciences, reading, arts, and mathematics; (4) 2,307 microcomputers were available for instruction at 14 responding colleges, with the most popular choices being the IBM compatible 386-based PCs and the Apple Macintosh; (5) more powerful 486-based PCs were present in 39% of the colleges, and laptop computers were found in just 28% of the colleges; (6) the most popular operating systems were MS/PC-DOS and the Macintosh systems; (7) the primary location for microcomputers at all colleges was the computer lab, followed by the college library and classrooms; (8) all 18 colleges used commercial software packages, and all but one indicated the use of public domain/shareware types of software; and (9) software written by instructors was used at 12 colleges. Overall, findings indicated that students and educators are becoming more comfortable and proficient in the use of microcomputers. The survey instrument is included. (MAB)

ED 355 978

JC 930 132

Caldwell, Patricia F.

Communication/Culture Study for Victor Valley College, Victorville, California, November 1991-April 1992.

Victor Valley Community Coll. District, Victorville, CA.

Pub Date—92

Note—58p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrative Change, *Change Strategies, College Administration, *College Environment, College Presidents, Communication Audits, Community Colleges, Group Dynamics, Institutional Research, *Organizational Change, Organizational Climate, *Organizational Communication, Organizational Development, *Self Evaluation (Groups), *Teacher Administrator Relationship, Two Year Colleges

Identifiers—Victor Valley College CA

In November 1991, a study was conducted to assess the corporate culture and state of communication at Victor Valley College (VVC), in Victorville, California. The study was designed to determine the extent to which "trust" or "distrust" existed at VVC, and whether the lack of communication on campus was real or perceived. Study methodology involved individual and group interviews, observations from meetings, the administration of two assessment instruments, and a review of meeting minutes, policies, and other documents. Conclusions emanating from the 5-month study included the following: (1) the president's management style was closer to autocratic than participative, although he was working to change this; (2) there was significant confusion over the roles of the Faculty Senate and the Faculty Association, with current leadership styles of the two groups fostering territorialism and adversarial relations with management; (3) lack of communication between departments and divisions and adversarial attitudes between classified and certificated staff contributed to a weak culture; (4) there was no shared vision of VVC's future direction, with the staff and faculty often failing to realize their important role in shaping that vision; (5) administrators were perceived as spending too little time out among employees; (6) the filtering or blocking of information flow occurred both upwards and downwards, and occasionally by design; (7) verbal communication took place primarily in meetings, and then usually as information sharing rather than discussion; and (8) outside of meetings, there was a heavy reliance on written communication. Suggestions for improving the campus climate are given. Appendixes include the survey instrument and verbatim responses. (MAB)

ED 355 979

JC 930 140

Anglin, Leo W. And Others

Do Transfer Students Graduate? A Comparative Study of Transfer Students and Native University Students.

Pub Date—Apr 93

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Articulation (Education), College Attendance, *College Transfer Students, Community Colleges, Dropout Rate, Dropout Research, Higher Education, Lon-

gitudinal Studies, Matched Groups, School Demography, *Student Attrition, Transfer Programs, Two Year Colleges, Two Year College Students

Identifiers—Cuyahoga Community College OH, Kent State University OH

A study was performed to compare the attrition and graduation rates of students who transferred from Cuyahoga Community College (CCC), in Cleveland, Ohio, to Kent State University (KSU) to the rates of native KSU students. Two matched groups of transfer and native students 4 years apart were studied, using only those students who had attended high school in Cuyahoga County and had Cuyahoga County addresses. In addition, the groups were proportionately matched by age, gender, and racial composition. Finally, transfer students must have transferred at least 24 credit hours from CCC and could not have attended any other postsecondary institution prior to their transfer to KSU, while native students were selected from students who had enrolled 1 year before the transfer students entered KSU, to ensure that native students had the minimum 24 credit hours. Study findings included the following: (1) the graduation rate of the CCC transfer students was equal to, or better than, the matched population of native students; (2) native students who dropped out had significantly lower grade point averages and had completed fewer semester hours than transfer students who dropped out; (3) transfer students were at a greater risk of dropping out after the first 2 years than native students; (4) while 30% of the CCC student body is non-Caucasian, only 15% of transfers were non-Caucasian; and (5) non-Caucasian transfer students performed as well as native non-Caucasian students, but compared to all students they had the least probability of completing a bachelor's degree. Implications for practice include the need to recruit community college transfer students, to provide ongoing support services to transfer students, and to actively encourage non-Caucasian students to transfer. (Contains 20 references.) (MAB)

ED 355 980

JC 930 147

Johnson, Karen Petersen, Kim

The GAIN Linkages Internship Project Final Report: Bridging the Gap between Education and Employment.

Foothill-De Anza Community Coll. District, Cupertino, CA. Occupational Training Inst.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—92

Contract—90-0418

Note—46p.

Available from—Occupational Training Institute, 1765 Scott Blvd., Suite #210, Santa Clara, CA 95050 (\$6).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Colleges, *Cooperative Education, Institutional Cooperation, *Internship Programs, *Job Skills, Program Descriptions, Program Evaluation, *Program Implementation, Questionnaires, *School Business Relationship, Two Year Colleges, Two Year College Students, Vocational Education, Welfare Recipients, *Work Experience Programs

Identifiers—*Greater Avenues for Independence

The Greater Avenues for Independence Linkages Internship Project (GAIN-LIP), administered by the Occupational Training Institute of the Foothill-De Anza Community College District (FDCCD) in Cupertino, California, is designed to assist recipients of Aide to Families with Dependent Children develop job skills that allow them to become self-sufficient. Participants, who are enrolled through GAIN in vocational programs in the FDCCD, undertake 12-week internships with area businesses, working from 12 to 20 hours each week and earning course credit during the internship period. The first step in implementing GAIN-LIP was the establishment of an advisory committee. Recruitment materials were mailed to 350 members of private industry, leading to the formation of a 22-member advisory committee consisting of 59% private industry. Then, a survey of 350 local businesses and community organizations was undertaken (250 mailed surveys, 100 phone surveys), revealing that 31% were interested in participating in the project and leading to the establishment of a database of 59 internship opportunities. Next, internship needs were identified through a survey of

100 GAIN students and 50 FDCCD faculty and staff, with 75% of the student respondents indicating interest in participating. Following attendance at special workshops, six students undertook internships from January to March 1992, while nine more participated from March through June. Visits made to the internship sites indicated that for all 15 sites, responses were positive. Finally, other internship projects were examined and results of the GAIN-LIP project were disseminated at state workshops and through FDCCD publications. Advisory committee and employer recruitment letters, participant questionnaires, sample student profile forms, project promotional flyers, and GAIN-LIP newsletters are attached. (PAA)

ED 355 981 JC 930 148

ATIP: Automotive Technician Internship Program.

De Anza Coll., Cupertino, Calif.

Spons Agency—Automotive Service Councils of California; California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—92

Contract—90-0463

Note—79p.

Available from—Occupational Training Institute, 1765 Scott Blvd., Suite #210, Santa Clara, CA 95050 (\$6).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Associate Degrees, *Auto Mechanics, Community Colleges, *Cooperative Education, Course Content, *Course Descriptions, Equal Education, *Internship Programs, Job Skills, Outcomes of Education, Postsecondary Education, Program Evaluation, *School Business Relationship, Two Year Colleges, Vocational Education, *Work Experience Programs

The Automotive Technology Department (ATD) of De Anza College (DAC) in Cupertino, California, in partnership with the Automotive Service Council of California, received funding to develop and implement a 2-year, competency-based certification program for automotive service technicians. Students in the Automotive Technician Internship Program (ATIP) receive paid training at non-union shops as part of a classroom/laboratory training internship. During the 2 years of the program, students are provided with 2 days a week of full-time classes, a minimum of 3 days a week paid internship with a participating independent auto repair shop, and full-time employment during the summer. Through the cooperation of the Occupational Training Institute at DAC, Private Industry Councils in the local area, and the Department of Social Services, specialized recruitment was undertaken to encourage disadvantaged, minority, and women to participate in the project. Students in the ATIP begin internship employment at \$6/hour and receive pay increases of \$5.75/hour with each program module completed, reaching \$12.75/hour at completion of the Associate of Arts degree. Of the 26 students who started the ATIP program, a total of 10 graduated in 1992, 6 students dropped-out, and 9 students are continuing the program in 1992-93. Poor economic conditions, resulting in a decrease in the number of participating shops, did not allow for a new group of students to begin the ATIP program in fall 1992. A project budget analysis with data tables, a review ATD course offerings and certificate options, detailed course outlines for 10 ATIP courses, sample internship agreements, and promotional materials are included. (PAA)

ED 355 982 JC 930 149

Phole, Rachel J.

Continuing Students' Responses to Academic Advising Following Implementation of an Advisor Caseload Assignment System at the Community College of Allegheny County, Homewood-Brushton Branch.

Allegheny County Community Coll., Pittsburgh, PA. Homewood-Brushton Campus.

Pub Date—92

Note—34p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Advising, Community Colleges, Faculty Advisers, *Participant Satisfaction, *Program Effectiveness, Questionnaires, *Student Attitudes, Student Reaction, Two Year Colleges, *Two Year College Students, Use Studies

Identifiers—Community College of Allegheny County PA

In January 1990, an Advisor Caseload Assignment System (ACAS) was implemented at the Homewood-Brushton Branch (HBB) of the Community College of Allegheny County (Pennsylvania) to ensure that admitted students were assigned an academic advisor with responsibility for assessing their academic needs, advising them, and monitoring their progress. Previously, advisors had performed the same functions, but their caseloads evolved informally and unsystematically, and as a result, some students received intensive advising while others received little or none. Between October 1990 and January 1991, a study was conducted to determine the effectiveness of ACAS. A confidential survey instrument was administered at registration to continuing students, who were predominantly African American and economically disadvantaged, soliciting information on students' use of and attitudes toward the advising system. Study findings, based on 93 responses out of HBB's 364 continuing students, included the following: (1) 54.8% of the respondents had first enrolled at HBB prior to ACAS's implementation; (2) 100% of the respondents who enrolled before or during January 1990 and 72% of those who enrolled in August 1990 reported having an assigned advisor; (3) overall, 86% of the students knew the name of their advisor; (4) those respondents with greater longevity at HBB met with advisors more often than those with less longevity; (5) only 10.8% of the respondents did not meet with their advisor at least once after January 1990; and (6) proper course selection was cited as students' most important advising need, followed by solving schedule problems, planning academic programs, setting academic goals, following college policies, and understanding college policies. A review of the literature, recommendations, information on the campus's academic advisors, and the survey instrument are included. (MAB)

ED 355 983 JC 930 150

Seidman, Alan

Managing Enrollment for Student Satisfaction: An Integrated Admissions and Counseling Process.

Pub Date—91

Note—33p.; Paper presented at the Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers (Honolulu, HI, April 14-19, 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Academic Advising, Academic Persistence, *Admissions Counseling, Community Colleges, Comparative Analysis, Dropout Research, Enrollment, Models, Participant Satisfaction, Program Effectiveness, *School Holding Power, *Student Behavior, Teacher Student Relationship, Two Year Colleges, Two Year College Students

Identifiers—Tinto Model, *Westchester Community College NY

A study was conducted at Westchester Community College in Valhalla, New York, to examine the impact of an integrated admissions and counseling program on student satisfaction, retention, and academic performance. Students participating in the program underwent a series of meetings with a counselor, including preadmission sessions, program planning, and post registration sessions. To develop an understanding of students' goals, aspirations, and academic potential, counselors reviewed students' applied curricula, transcripts, test scores, and recommendations. Drawing from Vincent Tinto's model of attrition, which attributes drop-out behavior to a longitudinal process of interactions between the student and members of academic and social systems of the institution, counselors encouraged students to introduce themselves to their faculty members, and to participate in both curricular and extracurricular activities. Participating students were then compared with a control group of newly enrolled students who did not participate in the program. Study results included the following: (1) at the close of the two semesters under study, survey questionnaires revealed no differences between the two groups with respect to satisfaction with faculty and the institution; (2) while first semester retention rates were not significantly different for the two groups, the counseled group showed significantly higher third-semester retention (88%) than the control group (68%); and (3) although the counseled group earned slightly higher grade point averages than the control group, these differences were not

statistically significant. Data tables, a review of the literature, and a 30-item bibliography are included. (PAA)

ED 355 984 JC 930 155

Job Training for the Homeless Demonstration Program: U.S. Department of Labor-Employment and Training Administration. Final Evaluation Report.

Elgin Community Coll., Ill.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—92

Contract—99-9-3493-79-145-02

Note—84p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Vocational Education,

*Agency Cooperation, Community Colleges, Community Programs, *Consortia, Cooperative Programs, Economically Disadvantaged, Employment Programs, Helping Relationship, *Homeless People, Housing Needs, *Job Placement, *Job Training, Program Effectiveness, Program Evaluation, Supported Employment, Two Year Colleges

Identifiers—*Fox Valley Consortium for the Homeless IL

This report evaluates the Fox Valley Consortium for Job Training and Placement of the Homeless which involves five educational, social service, and community organizations in activities to facilitate the educational development and financial independence of homeless participants. The consortium consists of the Community Crisis Center (area shelter for homeless women and children); the public aid office; the Salvation Army; a Hispanic community based organization; and alternatives (Elgin Community College). The consortium was formed to coordinate area service providers, provide job training and placement, assist homeless people in finding housing, and collect data on the homeless to help create more permanent solutions. Specific program activities or services include an active and ongoing recruitment campaign; a holistic case management team approach; assessment of participants' immediate and long-term needs; weekly seminars on occupational decision making and job-readiness skills; job placement and development; assistance in entering vocational training programs at Elgin Community College; job retention services; support services; and intervention to place participants in emergency shelters, transitional housing, and permanent housing. An evaluation of the project revealed the following: (1) between May 1, 1991 and April 30, 1992, 532 homeless people were served, 274 were enrolled in training programs, 129 were placed in full- or part-time jobs, and 76 were still employed after 13 weeks; (2) 58 participants were assisted in finding permanent housing, and 50 were placed in emergency housing; and (3) since the implementation of a policy requiring participants to meet with Certified Substance Abuse Counselors or Mental Health Specialists, to follow through on referrals, and to attend the weekly occupational seminars, participant retention has increased from 44% in 1988-89 to 64.41% in 1991-92. Information on the evaluation methodology, program participants' characteristics, consortium members, and program services and outcomes is included. (MAB)

ED 355 985 JC 930 158

Changing with the Times, Challenging the Future: Nevada Responds to the Community College.

Futures Commission Report.

Nevada Univ. System, Reno.

Pub Date—[93]

Note—22p.; Document contains photographs which may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, Community Colleges, Educational Change, Educational History, Educational Objectives, Educational Trends, Enrollment Trends, *Futures (of Society), *Institutional Mission, *Labor Force Development, Program Development, Two Year Colleges

Identifiers—*Nevada

In 1971, the "State Plan for Community Colleges in the State of Nevada" outlined goals and strategies for Nevada's four comprehensive colleges in areas including open-access, occupational education, university transfer education, and community service. By 1991, the colleges had surpassed all goals set for them in 1971. Specific accomplishments include the provision of special training and employment for

more than 3,500 single parents since 1985 and hundreds of immigration "Amnesty" classes since 1988. In the future, Nevada's community colleges will be challenged to: (1) demonstrate accountability for educational outcomes; (2) meet the educational needs of growing numbers of underprepared students; (3) move the curriculum beyond provincialism toward a global perspective; (4) serve Nevada's many isolated, rural populations through distance learning; (5) develop programs to rectify shortages of qualified personnel in scientific and technical fields; (6) assist underrepresented populations in overcoming obstacles to careers in scientific and technical fields; (7) alter faculty roles to take advantage of emerging technologies; (8) develop strategies to recruit and retain faculty in light of projected faculty shortages in all fields; (9) retain students, especially those from underserved and minority populations; (10) forge a sense of community and integration with their students; (11) ensure adequate facilities and physical resources; (12) promote cultural awareness among students and the community at large; (13) meet increasing societal demands for a technically literate work force; (14) provide upgraded and customized training to Nevada business and industry; and (15) form alliances and partnerships with all segments of the population. Strategies for meeting these challenges and broad goals for the future are set forth. (PAA)

ED 355 986 JC 930 162

Burns, Charles A., Ed. And Others

Colleague: An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.

State Univ. of New York, Albany.

Pub Date—93

Note—64p.; Cover title is: "Colleague: The 1993 Collection of Articles on Academic and Administrative Issues Facing SUNY's Community Colleges. For the 1992 issue, see ED 342 454.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Instruction, Community Colleges, Criminology, *Cultural Pluralism, Due Process, Experiential Learning, *Instructional Innovation, Justice, Leadership, Leadership Qualities, Program Descriptions, School Holding Power, Student Attrition, Teacher Role, *Teaching Methods, Two Year Colleges

Identifiers—State University of New York

This journal presents a cross-section of current ideas about leadership and diversity and articles on programs and practices in the State University of New York's community college system. The 1993 issue includes the following: (1) "Pluralism and Diversity: The Journey toward Commitment," by Cora W. Wilder; (2) "The Organizational Development Consultant: An Asset to the College Community," by Alison Noonan; (3) "Teaching Criminology: The Role of Higher Education in Creating and Maintaining Inequality in Crime and Justice," by Marie Henry and Vicky Dorworth; (4) "Program Designs To Support Welfare Recipients," by John Kucij; (5) "The Role of Faculty at Community Colleges as Retention Facilitators," by Mary E. McMann; (6) "Diversity and Safety Concerns," by Kathryn B. Sullivan; (7) "School/College Partnership: Writing Across the Curriculum, Grades 9-14," by Patricia Bernadt Durfee; (8) "Revitalizing Professionalism through Leadership," by Robert J. Mullin; (9) "Portfolio Assessment as a Reflection of Transactive Learning in College Development Reading Classes," by Jian Zhang; and (10) "Suffolk's Easter Campus Retention Program," by Randolph H. Manning. (MAB)

ED 355 987 JC 930 163

Litcky, Larry

The Role of the Chair in Fostering Teaching and Learning.

Minnesota Community Coll. Faculty Association, St. Paul.

Pub Date—[88]

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, *Administrator Role, Administrators, College Faculty, Community Colleges, *Department Heads, Instructional Effectiveness, *Instructional Improvement, *Instructional Leadership, *Teacher Administrator Relationship, Teaching Methods, Two Year Colleges

Community college department chairs are central

players in realizing the mission of the community colleges. They can identify the central elements and practices of good teaching and create a climate to foster good teaching by focusing on active learning strategies, cooperative learning, and diverse learning styles in students. By identifying the elements in changing faculty teaching, chairs can help to facilitate positive developments in teaching and learning. Chairs should encourage student-faculty contact, active learning, cooperation among students and faculty, quality time spent on tasks, prompt feedback for work, high expectations for student performance, and diverse methods for learning and teaching. Chairs should also assist in faculty development by: (1) encouraging faculty to adopt the goal of developing students' intellectual skills and the skill of learning; (2) making time during department/division meetings for specific faculty members to share examples of activities that have worked well to stimulate student learning; (3) reviewing the goals and objectives of a selection of courses during department meetings or faculty development days; (4) devoting part of a meeting to a case study focusing on a teaching problem; and (5) setting up a small grants process for faculty. This emphasis on teaching and learning can be expanded beyond the individual department or division to the college as a whole through faculty development days focusing on such topics as writing across the curriculum, critical thinking, or collaborative learning. While some financial incentives are needed to create better teaching and learning, the innate reward in this activity is high. (MAB)

ED 355 988 JC 930 164

Schauerman, Sam. Peachy, Burt

Strategies for Implementation: The El Camino TQM Story.

El Camino Coll., Torrance, Calif.

Pub Date—[93]

Note—25p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *College Administration, College Faculty, Community Colleges, *Educational Environment, Faculty College Relationship, *Organizational Change, *Organizational Effectiveness, Participative Decision Making, *Program Implementation, Staff Development, Two Year Colleges

Identifiers—El Camino College CA, *Total Quality Management

In spring 1989, a group of 33 administrators, supervisors, faculty, and staff from El Camino College (ECC) in Torrance, California, attended 10 days of training in Total Quality Management (TQM) tools and techniques. The subsequent implementation of TQM at ECC included the following six phases: (1) establishing a Campus Commitment to Excellence (CCE) coordinating committee to undertake pilot projects and introduce the campus community to TQM; (2) training process improvement teams and forming area steering committees; (3) establishing extension teams, forming new process improvement teams, and developing CCE goals and task teams; (4) applying TQM in shared governance efforts and instructional program review; (5) training self-directed TQM employees; and (6) maintaining ongoing efforts at strategic reorganization for quality transformation at ECC. By January 1993, 73% of ECC's support staff, 98% of management, and 23% of full-time faculty had been trained in TQM basics, and 31 process improvement teams were active, working on support services, curriculum development, employee collective bargaining, and governance. In addition, 50 faculty have completed training in Classroom Assessment Techniques, an alternative to TQM. ECC's Quality Institute, established in 1992, provides outside consulting and training in TQM. A review of the five TQM strategy approaches (i.e., the Element, Guru, Company Model, Japanese, and Prize Criteria approaches); an examination of obstacles to greater faculty involvement; a discussion of mid-management issues and additional TQM implementation problems. (Contains 33 references.) (PAA)

ED 355 989 JC 930 165

Schauerman, Sam. And Others

Listening to the Voice of the Customer.

Pub Date—Feb 93

Note—24p.; Paper presented at the League for Innovation in the Community College Conference, "Community Colleges and Corporations: Partners in Total Quality Management" (Irvine, CA, January 31-February 2, 1993).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, College Faculty, *College Planning, Community Colleges, Delivery Systems, Educational Environment, *Educational Needs, Evaluation Methods, Matrices, Needs Assessment, *Organizational Change, *Organizational Effectiveness, Program Implementation, Resource Allocation, *Systems Analysis, Two Year Colleges, Two Year College Students

Identifiers—El Camino College CA, *Quality Function Deployment, *Total Quality Management

One of the major tenets of Total Quality Management (TQM) is that organizations need to adopt a strong customer focus. At El Camino College (ECC) in Torrance, California, a matrix was developed to identify and describe ECC's direct and indirect internal and external customers. ECC then applied Quality Function Deployment (QFD), a strategic tool that allows an organization to capture the customer's quality requirements and translate them into organizational language. Once customers' needs and priorities have been surveyed, these priorities are quantified, and a matrix correlates customer priorities to internal functions or processes. To identify and quantify ECC's customers' needs, three focus groups were convened in February 1993, with representation from ECC's major constituents: students, faculty and staff, community and business leaders, and leaders from feeder high schools and from four-year institutions receiving ECC students. At the same time, a "Systems Team" of ECC management, faculty, staff, and students developed a matrix of all functions and systems within the college. Utilizing the weighted needs identified in the customer focus groups, the Systems Team matched constituent needs to college functions, producing separate matrices for each constituent group. Results of the QFD effort identified the following four functions to be addressed to improve the satisfaction of customer needs: Teaching and Learning, Learning Support, Human Resource Development, and Institutional Leadership. Other functions, such as student growth outside the classroom, research, financial services, and facilities management, also need to be addressed but with somewhat less priority. Detailed matrices and a 31-item bibliography are included. (PAA)

ED 355 990 JC 930 171

Martorena, S. V.

Upper-Division Collegiate Offerings on Community College Campuses: A Preliminary Report to the National Council of State Directors of Community & Junior Colleges.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Spons Agency—National Council of State Directors of Community-Junior Colleges.

Pub Date—Apr 93

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Advanced Courses, Articulation (Education), *Community Colleges, Curriculum Development, Educational Administration, *Educational Planning, Educational Policy, Institutional Cooperation, *Intercollegiate Cooperation, National Surveys, Program Content, Research Design, *Statewide Planning, Two Year Colleges

A study was conducted of state-level administrators of community colleges to examine the practice of baccalaureate degree-granting colleges and universities offering courses and programs of upper-division collegiate credit at community colleges. A two-part, open-ended question was developed to determine the level of practice and the extent of interest raised by the issue as well as whether or not there was a stated policy bearing on the activity. The survey was circulated to the community college directors of each of the 50 states, the District of Columbia, the Virgin Islands, Puerto Rico, the Northern Marianas, and Guam as part of an annual call for information on actions of the legislatures regarding community colleges. Usable responses were received from 33 states. This preliminary report of the findings indicates that for 13 states, the majority of respondents, there exists some practice but no relevant policy. Six states had notable practice and some policy. Five states had neither upper-division courses offered at community colleges nor any relevant policy. Both Florida and Hawaii have high rates of practice, though Hawaii has a

stronger policy on the issue. North Carolina was unique in that it had no practice and a strong policy against the practice. Three locations stand out for their use of the community college as a pivotal place for offering upper-division programs by four-year institutions: Rochester, Minnesota, in connection with the Rochester University Center; McComb, Michigan, where McComb Community College provides housing for upper-level institutions; and Bend, Oregon, where Central Oregon Community College utilizes a consortium approach to offering upper-division credit. (MAB)

ED 355 991 JC 930 172

Smith, Albert B. Hawthorne, Elizabeth M.
A National Study of Community College Chief Academic Officers' Perceived Commitment to Instructional Effectiveness.

Pub Date—28 Apr 93

Note—31p; Paper presented at the Annual Meeting of the Council of Universities and Colleges at the Annual Convention of the American Association of Community Colleges (73rd, Portland, OR, April 28-May 1, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Deans, *Administrators Attitudes, *Community Colleges, Comparative Analysis, Educational Practices, Employment Practices, Faculty Development, *Instructional Effectiveness, National Surveys, Organizational Climate, *Organizational Objectives, Rating Scales, Two Year Colleges, Universities

In spring 1991, a survey was conducted of chief academic officers (CAOs) at two-year colleges to identify the instructional improvement categories and strategies that received the highest levels of support. The study replicated a 1987 survey of CAO's at four-year institutions and asked respondents to rate their commitment to practices in five areas: campus environment and culture, employment policies and practices, strategic administrative actions, instructional enhancement efforts, and instructional development activities. Responses were also compared to results of the 1987 survey to determine any differences between the perceived commitment of two-year college CAO's and their four-year college counterparts. Surveys were mailed to CAO's at 1,243 public and private two-year colleges, and usable responses were received from 712 administrators. Study findings included the following: (1) in general, responses confirmed limited support and commitment for instructional effectiveness; (2) the highest level of perceived commitment was in the area of campus environment and culture, including such ideas as faculty ownership of the curriculum, faculty confidence in administrative leadership, and a feeling of institutional pride; (3) the lowest level of reported commitment was in regard to instructional development activities, including faculty workshops, colleague support mechanisms, and organized campus units to promote effective teaching; and (4) compared to data from the study of four-year institutions, two-year college CAO's reported higher commitment for all the areas except for employment practices and policies. Recommendations for practice and seven tables showing ratings of commitment to practices per area are included. (Contains 10 references.) (BCY)

ED 355 992 JC 930 173

Wattenbarger, James L.
Technical Education and Training in Texas.
Spons Agency—Texas Higher Education Coordinating Board, Austin.

Pub Date—Apr 92

Note—56p.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*College Planning, Community Colleges, Economic Development, *Educational Needs, Educational Research, Educational Trends, Enrollment Trends, *Labor Force Development, Program Development, Program Implementation, Role of Education, *Technical Education, Technical Institutes, Two Year Colleges

Identifiers—Economic Trends, *Texas

Drawing from an analysis of more than 50 documents related to the need for technical education and training in Texas, and from interviews with 29 individuals knowledgeable about the state's technical education and training, this report assesses the current statewide capacity to adequately train the

workforce that is the expected requirement for Texas by the year 2000. From this analysis, several key trends and issues are identified, including an occupational shift toward a large number of low-wage, low-skill, low-knowledge requirement jobs, and a growing number of high-skilled, high-tech jobs; demographic trends indicating an "aging" and increasingly ethnically diverse workforce; differing population trends for urban and rural areas, complicating regional planning considerations; the importance of funding and resource allocation with respect to quality work force planning efforts and tech-prep programs; and the leadership role and responsibilities of the Texas Higher Education Coordinating Board (THECB) in meeting educational needs. Based on these trends, the following recommendations are presented: (1) the public community and technical colleges must constitute the primary delivery system for technical and adult training and retraining; (2) statutory changes, inter-agency agreements, and rule changes should be made to enable the THECB and the community colleges to assume this responsibility; (3) state leadership should facilitate the annexation of counties into community college service areas; (4) the THECB should work to develop an automated student follow-up system that links high schools and post-secondary institutions; and (5) the THECB should provide funding incentives to the Texas State Technical College System to carry out its mission of providing programs in advanced and emerging high-skill occupations. Includes references and population and enrollment data. (PAA)

ED 355 993 JC 930 174

Aumack, Bruce Blake, Larry J.
Texas State Technical College Review.
Texas Higher Education Coordinating Board, Austin.

Pub Date—Jul 92

Note—14p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Educational Facilities Planning, Educational Finance, Educational Legislation, Enrollment Trends, Full State Funding, *Institutional Evaluation, Labor Force Development, Mission Statements, Program Effectiveness, Program Evaluation, *Program Termination, Role of Education, *Technical Institutes, Two Year Colleges, Vocational Education

Identifiers—*Texas State Technical College

Texas educational legislation for 1991 required the Texas Higher Education Coordinating Board (THECB) to review the operations of, and the continuing need for, each of the four main campuses and five extension centers of the Texas State Technical College System (TSTCS), and to make recommendations concerning the facilities' continuation and/or abolishment. The TSTCS's mission is to offer occupationally oriented programs and supporting academic coursework for highly specialized, advanced and emerging technologies. To begin the review process, a review team was recruited by the THECB and, in keeping with the legislative requirements, findings were sought with regard to campus locations, student enrollment trends, funding mechanisms, physical facilities, industry support, and the need for technically trained workers in Texas. Principal findings and recommendations, based on site tours, interviews, and analysis of existing reports, include the following: (1) the system's four campuses were found to be fulfilling their legislative mandate, and the five extension centers were found to be more like community colleges than technical colleges, serving local needs and populations; (2) current funding for the TSTCS is inadequate, and special funding formulas should be developed to meet the TSTCS's operating and capital costs; (3) the TSTCS should limit its programmatic growth to advanced and emerging technologies, phasing out other programs; (4) the TSTCS should be limited to three regional campuses (at Waco, Harlingen, and Sweetwater) with current additional facilities becoming independent community colleges or part of the state community college system; and (5) the TSTCS should recruit students on a statewide basis. Data tables, and the TSTCS mission statement are included. (PAA)

ED 355 994 JC 930 176

Seabrook, John H. Ed.
Community College Humanities Review, 1992.
Community Coll. Humanities Association.
Pub Date—Dec 92

Note—105p.

Available from—Community College Humanities Association, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.

Journal Cit—Community College Humanities Review; v13 Dec 1992

Pub Type—Collected Works—Serials (022)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Community Colleges, Curriculum Development, History, *Humanities, *Humanities Instruction, *Interdisciplinary Approach, *Journal Writing, Public Opinion, Racial Bias, *Reading Instruction, Reading Teachers, Religion Studies, Theater Arts, Two Year Colleges, Writing Strategies

Designed as a forum for the exchange of ideas on significant issues in the humanities, this annual journal presents articles written by two-year college faculty in the humanities disciplines. The 1992 issue includes the following: (1) "Broken Glass: America's Racial Nationalists Speak," by Paul J. Devitt; (2) "Theatre on the Moving South Carolina Frontier," by Susan Hult; (3) "John Smith, William Bradford, and the Mentality of Exploitation," by Robert Perry; (4) "Zen Buddhism, Japanese Aesthetics, and the Western Tradition: The Notion of Impermanence," by Virginia M. Meyn and Patricia L. Boutelle; (5) "Humanature: The Deep Ecology of Writing," by Joe Nopora; (6) "The Single-Mention List," by Nancy LaPaglia, detailing perceptions of community colleges in American fiction; (7) "The Unbearable Lightness of the Curriculum: Rationale for an Innovative Interdisciplinary Humanities Program," "Artifacts of Culture," by George L. Schepers; and (8) "How Readers Read: What Every Professor Should Know," by Brock Haussman. Five book reviews are also included in the volume. (BCY)

ED 355 995 JC 930 177

American River College Beacon Project: Student Catalyst Program—Peer Assisted Learning. First Semester Summary Report.

American River Coll., Sacramento, CA.

Spons Agency—American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.

Pub Date—Apr 93

Note—20p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Community Colleges, Discussion Groups, *High Risk Students, *Mathematics Education, Minority Students, Peer Counseling, *Peer Teaching, Program Descriptions, Program Evaluation, School Holding Power, *Science Education, *Small Group Instruction, Student Attitudes, Two Year Colleges, Two Year College Students

Identifiers—American River College CA, Beacon College Projects

The Peer Assisted Learning (PAL) Project at American River College (ARC) in Sacramento, California, was developed to improve retention rates among underrepresented students in math and science classes with high dropout rates. The project involved a group of 24 paid student Learning Assistants (LA's) who successfully completed the targeted courses and underwent a training program in small group peer assisted learning. The LA's met for 3 hours each week throughout the semester with a group of between two to six students, met weekly with the course faculty member to discuss student progress, and also met with one another to share their experiences. As part of the project, representatives from 10 "associate" colleges in central and northern California participated in the development and evaluation of the PAL, and received copies of all materials generated. To evaluate the program, focus groups were held with 15 LA's, 12 faculty members, and 32 student group students; pre- and post-semester surveys were administered to tutored and non-tutored students; and course grades and retention rates were examined. Highlighted findings included the following: (1) among students, 69% reported that the sessions were quite, very, or extremely helpful, and another 12% said they were helpful; (2) faculty reported that LA's were very helpful and brought students to an improved level of course performance; (3) LA's reported improved knowledge of the subject area, and a greater feeling of connection to the college; and (4) while tutored students reported lower high school grade point averages than non-tutored students, they performed as well or better than non-tutored students in project courses. (PAA)

ED 355 996 JC 930 178**Making Good on Our Promises...Moving beyond Rhetoric to Action. A Report.**

American Association of Community Colleges, Washington, DC. Commission to Improve Minority Education.

Spons Agency—International Business Machines Corp., New York, N.Y.

Report No.—AACC-SR-3; ISBN-0-87117-258-5

Pub Date—93

Note—48p.

Available from—American Association of Community Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036-1176 (\$13; \$10 for members).

Pub Type—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Affirmative Action, Community Colleges, Cultural Awareness, Cultural Pluralism, *Educational Needs, *Equal Education, *Minority Groups, Minority Group Teachers, Multicultural Education, Non-discriminatory Education, School Holding Power, Social Bias, Two Year Colleges

Identifiers—Commission to Improve Minority Education (AACC)

The Commission to Improve Minority Education (CIME) was established in 1990 to address problems hindering the education of ethnic minorities at community colleges. This report features the CIME action agenda for the national community college system for improving recruitment, retention and transfer rates of minority students. Part I features a prefatory message from the Commission, while part II includes a foreword from the Commission chair. Part III, "The Challenge that Words Alone Cannot Solve," is divided into five sections: (1) "The Nation's Community Colleges: Shouldering the Challenge," highlighting the role of the community colleges in providing access to education for minorities; (2) "Mandate for a Community College Action Agenda," detailing the foundations of the agenda in terms of the needs for improving minority opportunities; (3) "Making the Commitment: It's in Our Best Interest," describing the benefits of diversity for educational systems, public officials, and the business sector; (4) "In Support of Recommendations Made by Other National Organizations," acknowledging important statements on minority education by other organizations; and (5) "The Time for Community College Action is Now," stressing the importance of immediate action. Part IV presents the action agenda, providing recommendations at the national, state and college levels, and stressing five key elements: commitment, policy, information, leadership, and collaboration. Part V features appendices providing descriptions of exemplary minority education programs at community colleges, a summary of testimony presented at CIME hearings, a cultural diversity self-assessment instrument for colleges, and a 33-item bibliography. Finally, part VII provides a list of CIME members, while part VI presents acknowledgments. (MAB)

ED 355 997 JC 930 179

Walters, Judy E.

Report of the California Postsecondary Education Commission.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—May 93

Note—37p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 13-14, 1993).

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Advisory Committees, Community Colleges, *Educational Administration, *Educational Assessment, *Educational Planning, *Educational Policy, Higher Education, Meetings, Public Colleges, State Boards of Education, Two Year Colleges

Identifiers—*California

Presenting a summary of matters discussed at the April 18-19, 1993, meeting of the California Postsecondary Education Commission (CPEC), this report includes a review of action items and informational items, and notes from a meeting of the Committee on the Financing and Future of California Higher Education. The five action items reviewed include summaries of comments from the meeting and the Commission's disposition of each item. They are as follows: Restructuring the State's

Financial Aid Programs; Undergraduate Student Charges and Financial Aid at California's Public Universities; Expenditures for University Instruction; and Status Report on Human Corps Activities. The eight information items reviewed include the following: Changing the Mix of Faculty Activities; Increased Use of Technology; Increased Use of Facilities; Establish Uniform Statewide Faculty Salary Schedules in the California Community Colleges (CCC); Reducing the Cost of Providing Instruction by Lowering Faculty Compensation; Shift Students to Lower-Cost Institutions; Reduced Statewide Governance Costs for the CCC; and Facilitating Undergraduate Enrollment in Colleges and Universities in Other Western States. Included as a lengthy attachment is the CPEC report, "The Master Plan, Then and Now: Policies of 'A Master Plan for Higher Education 1960-1975,' in Light of 1993 Realities," which includes sections covering the background to the Master Plan; the mission and function of the community colleges and the two state university systems; governance and structure; access; student selection and retention; faculty supply and demand; adult education; and costs, fees and financing for the three postsecondary systems. (PAA)

ED 355 998 JC 930 180**Study of Fee Impact: Phase 2. 1993.**

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—May 93

Note—58p.; Discussed as Agenda Item 6 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 13-14, 1993).

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Budgeting, Budgets, Community Colleges, Comparative Analysis, Economically Disadvantaged, *Economic Impact, *Educational Finance, Enrollment, *Enrollment Influences, *Enrollment Projections, *Enrollment Trends, Fees, Financial Exigency, Full State Funding, Income, Minority Groups, Paying for College, Retrenchment, Student Behavior, Student Costs, *Tuition, Two Year Colleges

Identifiers—*California Community Colleges

In response to continuing reductions in state tax support for the California Community Colleges (CCC), the CCC Board of Governors is considering a fee increase of from \$10-per-unit to \$30-per-unit, and has requested the Chancellor's Office (CO) to conduct a study of the impact of such a fee increase. Drawing on a number of information sources, including data from the Student Expenses and Resources Survey, telephone surveys, national data, and local studies, and considering the impact of several fee alternatives, the CO's ongoing study is examining the following questions: how many students are affected by the various fee increases; what other factors influence enrollments; which students are affected and how; how are the colleges affected; how is economic recovery and long-term economic growth in California affected; and how do the CCC's compare with community colleges in other states with regard to fees, access, and educational outcomes? Study results include the following: (1) following spring 1993 fee increases, enrollment declined by 7% from fall 1992, representing a loss of 105,000 students; (2) telephone surveys indicate that the spring 1993 fee increase affected new and low-income students, while surveys of the college districts revealed course cuts in low-enrollment courses, particularly in the arts; (3) new fee increases will have their most significant impact on Asian, Hispanic, and African-American students; and (4) while the CCC's train 68 of every 1,000 adults in California, compared to 18 of every 1,000 in other states, the CCC's operate with less total funding per full-time equivalent student than community colleges elsewhere. Detailed data tables are included. (PAA)

ED 355 999 JC 930 181**The California Middle College High School Program.**

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—May 93

Note—14p.; Discussed as Agenda Item 7 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 13-14, 1993).

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic

Persistence, Black Students, *Career Counseling, Career Exploration, *College School Cooperation, Community Colleges, Economically Disadvantaged, *High Risk Students, *High School Students, Hispanic Americans, *Internship Programs, Program Evaluation, *Teacher Role, Teacher Student Relationship, Two Year Colleges, Urban Youth

Identifiers—African Americans, *Middle College High School CA

In 1988, the California legislature provided funding for development of two Middle College High School (MCHS) projects, one at Contra Costa College (CCC), and another one at Los Angeles Southwest College (LASC). The MCHS is a high school program on a college campus designed to meet the needs of high risk urban youth with college potential. Through visible peer models, small classes, and superior academic and support services, the MCHS's seek to reduce high school dropout rates, improve academic performance and self-esteem, and increase the likelihood of college attendance. The curriculum offered at both sites consists of basic courses for high school graduation in the college preparatory track, supplemented by college courses and high school electives. The role of MCHS teachers is that of teacher-counselor, in which the teacher and student-advisees meet to discuss both school and personal problems. The project also has a career education and internship component, allowing students to relate their schooling to work opportunities. Despite budget problems, third-year enrollments increased by 45% at CCC, and by 21% at LASC, for a total of 139 and 242 students respectively, and student-to-teacher ratios were 28-to-1 at CCC, and 24-to-1 at LASC. Preliminary outcomes of the projects indicate that: (1) students' grades and attendance improved substantially beginning with their first year at MCHS; (2) most students' historical pattern of progressively poorer academic performance and increased absenteeism was stopped during the first year of MCHS; and (3) generally, performance declined for students returning for their second and third years, but these declines were less for the program's second returning class than for the first. (PAA)

ED 356 000 JC 930 183**Validating Culturally Diverse Students.**

Pub Date—19 Feb 93

Note—14p.; Paper presented at the Annual National Conference of the Community College Chairs (2nd, Phoenix, AZ, February 17-20, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Cultural Pluralism, Curriculum Development, *Multicultural Education, Nontraditional Students, *Student Alienation, Student Attitudes, Student Motivation, *Student Needs, Student Reaction, Teacher Student Relationship, Two Year Colleges, Two Year College Students

Identifiers—Diversity (Student)

Today's model of education forces students to assimilate, to compete against each other, to think only in abstract complex ways, and to believe that cultural separation leads to academic power. For many minority and nontraditional students, this traditional model is inappropriate. It results in many first-generation students being told that they are "not college material" and consequent feelings of doubt, fear, and frustration when entering college. Many students feel disappointed because they feel that their life experiences are not valued, and they yearn for acceptance and validation. Faculty and other students have often served as validating agents for those students who do persist, encouraging them not to give up. On a broader scale, colleges as a whole must allow themselves to be changed by new student cultures. Educators must do a better job of understanding, appreciating, and working with culturally diverse students. Many of these students are going through powerful changes, and college educators should make a more determined effort to help students make the connection to college and assist them to become powerful learners. A proactive academic and interpersonal validation is needed to involve passive or doubtful students. Such efforts as calling students by name, calling them at home, stopping to talk to students in the halls can help students feel college is worthwhile. Educators must also find ways to change the linear model of teaching and diversify the curriculum by incorporating both the traditional core curriculum and perspectives that reflect the thinking and contributions

of women and minorities. Further they must set high standards and believe their students are capable of learning. Both colleges and their students must change together if minority students are to experience academic success. (MAB)

ED 356 001

JC 930 184

Thor, Linda And Others

Report of the Commission on Quantum Quality, Maricopa County Community Coll. District, Phoenix, Ariz.

Pub Date—Aug 92

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Educational Improvement, *Educational Quality, Effective Schools Research, Evaluation Methods, Excellence in Education, Instructional Effectiveness, Operations Research, Organizational Change, *Planning Commissions, Two Year Colleges. Identifiers—Maricopa County Community College District AZ, *Total Quality Management.

The Commission on Quantum Quality was established by the Maricopa County Community College District (MCCCD) in February, 1992, to investigate total quality management (TQM) programs in community colleges, universities, the government sector, and business and industry in order to recommend an appropriate program for MCCCD. To gather information, the commission sought written materials and videos, hired a consultant, invited TQM practitioners to speak at meetings, and conducted a site visit. Based on these activities, the commission concluded that TQM can be utilized by an educational institution, that it is a lifetime commitment for institutions that empowers employees throughout the organization, that it provides tools for improving work processes, and that it means a change in the culture of the organization. Commission recommendations to MCCCD included: (1) the chancellor, with the support of the governing board, should begin a Quantum Quality Initiative (QQI) throughout the district immediately; (2) the chancellor and a steering team should lead the QQI by developing its vision and mission statements with specific implementation strategies and timetables; (3) communication concerning QQI should begin immediately, be pervasive, and involve all employees; (4) implementation of QQI should begin with education and training for all employees; (5) the QQI should be integrated into MCCCD classrooms; (6) MCCCD should establish external partnerships to ensure broad-based community support and involvement; and (7) monitoring analysis and evaluation of all efforts in the QQI should be developed and implemented to ensure success. (MAB)

ED 356 002

JC 930 185

Tripp, Laurie

Anne Arundel Community College 1992 Internal Assessment Report: Transfers, Employment, Extended Learning, Services, Retention/Graduation, Recruitment, General Education.

Anne Arundel Community Coll., Arnold, MD. Office of Planning and Research.

Report No.—SO93-3

Pub Date—Feb 93

Note—93p.; Table index by Nancy Voith.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, *Educational Assessment, Educational Attainment, Educational Objectives, Educational Planning, Educational Quality, Education Work Relationship, Effective Schools Research, *Outcomes of Education, *Program Effectiveness, *School Effectiveness, Student Development, Tables (Data), Two Year Colleges.

Identifiers—Anne Arundel Community College MD.

Drawing from both state and institutional data sources, this report provides personnel at Anne Arundel Community College (AACC) with an in-depth analysis of assessment issues, offering both quantitative and qualitative information on assessment and student outcomes. Section I provides data on student transfer goal achievement, indicating that one-third of AACC's 1987 first-time, full-time freshmen had transferred to a Maryland public institution by fall 1991, and that over 80% of transfer students rated their preparation as very good or good. Section 2 focuses on student preparation for employment and goal achievement, revealing that 96% of 1990 career program graduates and 86% of

transfer and career program graduates combined were employed, and that 82% of the employed career program graduates were working in jobs related to their community college majors. Section 3 discusses extended learning, and indicates that student enrollment in continuing education courses was down 22% in fiscal year 1992. Section 4 considers student educational support services, indicating that in fall 1992, 30% of first-time freshmen needed remediation in English, 32% in reading, and 55% in math. Section 5, which discusses retention and graduation, shows that the overall success rate for first-time, full-time students is 52%, while the 1991-92 fall-to-spring retention rate for first-time freshmen was 59%. Recruitment is discussed in section 6, which shows that 39% of the county residents enrolled as full-time undergraduates in fall 1991 were enrolled at Anne Arundel. Finally, section 7 reviews general education outcomes, indicating that 1990 graduates felt that the college had contributed most to their enjoyment of learning, self-confidence, and clarification of their educational and career goals. (MAB)

ED 356 003

JC 930 186

Haeuser, Patricia N.

Public Accountability and Developmental (Remedial) Education.

Anne Arundel Community Coll., Arnold, MD. Office of Planning and Research.

Pub Date—[93]

Note—12p.

Pub Type—Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Accountability, Community Colleges, Developmental Studies Programs, Educational Finance, Government School Relationship, Institutional Mission, Mission Statements, *Outcomes of Education, Program Costs, *Program Effectiveness, *Program Evaluation, *Program Validation, *Remedial Instruction, *Research Utilization, School Community Relationship, Two Year Colleges, Two Year College Students.

Identifiers—Anne Arundel Community College MD.

Despite their vital role in open-access, two-year colleges, remedial education efforts have increasingly come under attack by legislators and the public, who view such programs as duplicating the appropriate function of high schools, and who believe that limited state resources should be devoted to more prestigious programs. For a college to effectively defend such a program, it is crucial that it be linked to the institution's mission. In addition, a college's accountability analysis of its remedial programs should focus on the program population, rather than on a description of the program. At Anne Arundel Community College (AACC) in Arnold, Maryland, a comparison of remedial students with the general student population revealed that minority students, transfer-oriented students, and full-timers were all over-represented among remedial students. This data can help the college convince a skeptical public that its remedial programs are improving retention rates for minority students and full-time, transfer-oriented students, both populations the programs were intended to help. Appropriate outcomes assessments are also vital in demonstrating a program's importance. At AACC, outcomes measures have shown that: (1) over half of remedial students successfully complete developmental courses; (2) first-time remedial students have higher fall-to-spring retention rates than first-time students as a whole; and (3) most remedial English students successfully complete subsequent college-level courses. Finally, cost analyses can help demonstrate a program's value. At AACC, such analyses have shown that developmental courses had lower costs per student than the average general education course. Tables are included. (FAA)

ED 356 004

JC 930 191

Reis, Elizabeth

College Success Course, Fall 1988. Research Note. Moraine Valley Community College, Palos Hills, IL. Office of Institutional Research.

Pub Date—May 89

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Persistence, Community Colleges, *Developmental Studies Programs, Grade Point Average, Longitudinal Studies, Outcomes of Edu-

cation, Program Effectiveness, Student Characteristics, Student Improvement, Student Needs, Student Participation, *Study Skills, Two Year Colleges, Two Year College Students.

Identifiers—Moraine Valley Community College IL. In spring 1988, Moraine Valley Community College (MVCC), in Palos Hills, Illinois, implemented "College Success," a course to increase student academic performance and improve college retention. Students in the course learned a variety of techniques to help them succeed in college, including note-taking skills, time management, memory techniques, listening and test-taking skills. In fall 1988, 73 students were enrolled in College Success. A study was conducted to compare their average grade point average (GPA) and return rate with those of a random sample of students who were similar in terms of gender, age, and full-/part-time status, and with all fall 1988 MVCC students. Study findings included the following: (1) 81% of the College Success student were enrolled in a transfer program, compared to 43% of the MVCC student population as a whole; (2) females and full-time students were also overrepresented in the College Success group; (3) there were no significant differences between the placement test scores of College Success students and the control group; (4) College Success students in general had slightly higher GPA's than the control group, while College Success students in the transfer program had a significantly higher GPA than the control group; (5) College Success students had a significantly higher return rate than the control group; and (6) a significantly higher proportion of College Success students were first-time students at MVCC. (MAB)

ED 356 005

JC 930 192

Reis, Elizabeth

Remedial Reading Students at Moraine Valley.

Moraine Valley Community College, Palos Hills, IL. Office of Institutional Research.

Pub Date—Sep 92

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Persistence, Community Colleges, Grades (Scholastic), *High Risk Students, Longitudinal Studies, *Outcomes of Education, *Program Effectiveness, *Remedial Programs, *Remedial Reading, School Holding Power, Student Characteristics, Success, Tables (Data), Two Year Colleges, Two Year College Students.

Identifiers—Moraine Valley Community College IL.

In an effort to assess the effectiveness of their remedial reading courses, Moraine Valley Community College (MVCC) in Palos Hills, Illinois, undertook a study of the retention, course completion, and graduation rates of students who completed one of three remedial reading courses: RDG-040, basic skills for students reading below the 7th grade level; RDG-070 for students reading between the 7th and 8th grade levels; and RDG-090, critical reading skills for students reading between the 9th and 11th grade levels. The study focused on characteristics and outcomes for 130 students enrolled in RDG-070 and RDG-090 and 90 students enrolled in RDG-040 in fall 1988. Results of the study included the following: (1) for the 130 RDG-070 and RDG-090 students, 60.8% were enrolled full-time, another 60.8% were enrolled in transfer programs or transfer courses, 64.6% were first-time students, and the median age was 19; (2) 72.3% of these students (N=94) completed their reading course with a "C" or better; (3) of these 94 students, 95.7% returned the following semester and 71.3% returned the following year; (4) 21.3% of RDG-070 and RDG-090 completers (n=20) had received a degree from MVCC by spring 1992; (5) 55% of the 90 students in RDG-040 completed the course with a "C" or better; (6) of RDG-040 completers, 80.0% returned the following semester, while 56% returned the following year; and (7) 10.0% of RDG-040 completers (n=5) received a degree from MVCC by the spring of 1992. Data tables are included. (MAB)

ED 356 006

JC 930 193

Leas, David E.

Student Academic Achievement: Report to the Provost.

New Mexico State Univ., Alamogordo.

Pub Date—Mar 93

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Class-

room Research, *College Outcomes Assessment, Community Colleges, Educational Assessment, Excellence in Education, Institutional Research, *Instructional Effectiveness, Program Effectiveness, Program Evaluation, Self Evaluation (Groups), Student Development, Tables (Data), Two Year Colleges, *Two Year College Studies

Identifiers—New Mexico State University Alamogordo

In fall 1991, the faculty and staff of New Mexico State University-Alamogordo (NMSU-A) designed and implemented a strategic planning process which incorporates a comprehensive annual review of various aspects of student academic achievement (SAA). The faculty-based SAA assessment process includes activities focused on classroom instruction, student success by discipline, program-related successes, and the training and resources provided to support related research and improvement efforts. Many instructors have conducted classroom assessment activities, and some have worked together to study SAA in course or discipline groups. On an institutional level, efforts are underway to study entire groups of students, develop an SAA database, and study the possibility of an institution-wide standardized testing program. This report presents a brief review, by instructional division, of many of these study projects, including: (1) program-related studies in Developmental Mathematics, regular Mathematics, Biology, Chemistry, Engineering, Electronics Technology, Medical Laboratory Technology, and Emergency Medical Technology; (2) assessment activities in seven art classes, four college-level English courses, and two reading classes; (3) employer and graduate satisfaction surveys and state board testing of nursing graduates, and SAA studies of early childhood education, secretarial administration, and photographic technology students; (4) a study of business and education students who transferred to the main campus and other classroom research projects conducted by social sciences instructors in the fields of economics and psychology; (5) institutional initiatives such as the cohort study; and (6) efforts related to in-service training, faculty evaluation, and the institutional planning process. (MAB)

ED 356 007

JC 930 195

Lebel, Denis

Les centres spécialisés des collèges et les services comparables: Un tableau de la situation (Specialized Centers at Colleges and Comparable Services: A Profile of the Situation).

Conseil des Collèges, Québec (Quebec). Report No.—ISBN-2-550-27355-9; ISSN-0831-1897

Pub Date—Feb 93

Note—52p.

Language—French

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Role, *Economic Development, Foreign Countries, *Labor Force Development, Outcomes of Education, *Professional Development, Program Descriptions, Program Effectiveness, Research and Development Centers, *School Business Relationship, Technical Education, *Technological Advancement, Two Year Colleges

Identifiers—Colleges of General and Professional Education PQ

In 1978, the two-year colleges of general and professional education (CEGEP) of Quebec were charged with taking on a more vigorous role in the economic development of the province. To formalize this new orientation, a number of vocational education and applied research centers were created, each specializing in a particular key technology. Centers have been created focusing on mineral technology, metallurgy, robotics, composite materials, forestry, textile, and fashion, among other areas. While the centers are integrated within the CEGEPs' structure, they are also afforded a margin of autonomy in order to realize their own individual missions. The first two sections of this report describe the origins of the specialized centers and present an overview of their activities, which include applied research, technical assistance, instruction, information dissemination, and a variety of other projects. The next section focuses on the contributions of the centers to the economic development of the province, covering activities in support of small and large businesses and the regional, national, and international impact of the centers. Next, the contributions of the centers to instructional development are detailed, covering profes-

sional development, course and program development, laboratories, instructional organization, and services for employed students. The report then examines key factors in the success of the centers and environmental changes which have taken place since their establishment. The final sections identify challenges facing the centers, e.g., becoming institutionalized and integrated within the CEGEPs, exporting technological knowledge, finding stable funding, and exploring various modes of development. (AC)

ED 356 008

JC 930 196

La création du CEGEP Marie-Victorin. Avis à la ministre de l'enseignement supérieur et de la Science (The Creation of CEGEP Marie-Victorin. Advisory to the Minister of Higher Education and Science).

Conseil des Collèges, Québec (Quebec).

Report No.—ISBN-2-550-27472-5

Pub Date—Feb 93

Note—34p.

Language—French

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, College Curriculum, *College Planning, *Educational Change, Educational Demand, *Educational Finance, Educational History, Educational Needs, Educational Supply, Foreign Countries, Private Colleges, Program Costs, *Public Colleges, Two Year Colleges

Identifiers—College Marie Victorin PQ, Québec (Montreal)

A rationale is provided by the Council of Colleges for transforming Marie-Victorin College from a private institution into a public college of general and professional education (CEGEP). The council's analysis covers four areas: (1) access to postsecondary education, examined in light of demographic trends, geographic accessibility, adult education, and gender equity; (2) Marie-Victorin College, including a history of college since its formation in 1965 by six religious communities, an overview of the financial difficulties of the college, and data on enrollments and financial problems of other private colleges in Québec; (3) instructional programs to be offered at CEGEP Marie-Victorin, including information on technical programs already available, enrollment projections, and new programs planned; and (4) anticipated costs. Observations about the availability of and demand for particular social technology programs, the first implementation of a fashion program in a public CEGEP, and the need for the college and ministry of education to develop a position on Marie-Victorin College's existing dietitian and computer science programs are also included. The report concludes with a series of recommendations underscoring the need for additional demographic and needs assessment studies, the need to improve the college-going rates of high school students, the need to increase enrollments in technical programs and coordinate the curricula of Montreal's CEGEPs, and the difficulty of implementing seven new programs in one year. (AC)

ED 356 009

JC 930 197

Les programmes modulaires de l'enseignement technique au collégial. Réflexions sur l'association et la diversification de la structure des programmes et de la sanction des études (Modular Programs for Technical Instruction at the College-Level. Reflections on Increasing the Flexibility and Diversity of Program Structure and the Sequence of Studies).

Conseil des Collèges, Québec (Quebec).

Report No.—ISBN-2-550-27473-3

Pub Date—Mar 93

Note—120p.

Language—French

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Articulation (Education), *College Curriculum, Community Colleges, *Curriculum Development, Degrees (Academic), *Educational Change, Foreign Countries, General Education, Job Training, *Learning Modules, Program Descriptions, Program Implementation, *Technical Education, Two Year Colleges

Identifiers—Colleges of General and Professional Education PQ

Since 1992, the Québec Council of Colleges has explored possible means of diversifying technical education programs in Québec's colleges of general and professional education (CEGEPs). This report

focuses on one promising option: the development of modularized degree programs for entry-level training. The first part of the report provides an overview of the major objectives inspiring the reformation of technical education that will be taking place over the coming years. These objectives include improving the quality of technical education, increasing the number and percentage of students in technical programs, increasing graduation rates, and improving responsiveness to employer needs. In the second part, an effort is made to show how the diversification of the structure of technical programs and the course approval process can have a significant impact on the achievement of the goals of the reform effort. The third part examines important issues in technical education, including the need to emphasize degree attainment, the role of general education, the development of sequences of instructional modules, and the need to develop modules that correspond to actual work functions. The final section presents three approaches for implementing modular programs: making changes to provincial regulations, organizational structure, and financial structures. The bulk of the document consists of a position paper on the diversification of the structure of technical programs and brief descriptions of programs applying the modular approach. (AC)

ED 356 010

JC 930 198

Clagett, Craig A.

PGCC Transfers to Maryland Public Four-Year Colleges. Research Brief RB93-15.

Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

Pub Date—May 93

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Transfer Students, Community Colleges, Comparative Analysis, Enrollment, *Enrollment Trends, Higher Education, Institutional Mission, Outcomes of Education, *Public Colleges, Research Problems, *Student Behavior, *Student Educational Objectives, Two Year Colleges, Two Year College Studies

Identifiers—*Maryland, Prince Georges Community College MD

Using statewide fall enrollment reporting systems, the Maryland Higher Education Commission (MHEC) generates a report each year showing fall-to-fall enrollment patterns of students among Maryland public colleges and universities, resulting in a "transfer matrix" that provides an indicator of transfer volume and destinations. At Prince George's Community College (PGCC) in Largo, Maryland, approximately half of students taking credit courses state that their primary reason for attending PGCC is to prepare for transfer to a four-year institution. Examination of the MHEC transfer matrix for enrollment from fall 1991 to fall 1992 revealed the following findings: (1) 935 students who were enrolled at PGCC in fall 1991 enrolled at a Maryland four-year public institution in fall 1992; (2) the most popular destination of former PGCC students was the University of Maryland at College Park; (3) statewide, between fall 1991 and fall 1992, 7,263 students transferred from community colleges to public senior institutions in Maryland, while 2,330 students were "reverse transfers," moving from four-year schools to community colleges; (4) for each reporting period from 1986-87 through 1991-92, "reverse transfers" at PGCC equal nearly two-fifths of the total number transferring from PGCC to senior institutions, reducing the actual net loss of PGCC students attributable to transfer; and (5) a spring 1988 survey of students who entered PGCC in fall 1984, revealed an overall transfer rate of 27%, a transfer rate of 36% for students completing at least 12 credits at PGCC, and a transfer rate of 65% for students completing at least 12 units and stating a transfer goal. Data tables are included. (PAA)

ED 356 011

JC 930 199

Fadale, LaVerna M. Martinez, Ernest A.

A Study of the Transfer Function within SUNY Community Colleges and Technical Colleges.

State Univ. of New York, Albany. Office for Community Colleges; State Univ. of New York, Albany. Two Year Coll. Development Center.

Pub Date—93

Note—35p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Associate Degrees, College Graduates, *College Transfer Students, Community Colleges, Comparative Analysis, Data Collection, Educational Research, Higher Education, Institutional Characteristics, Private Colleges, Public Colleges, Questionnaires, School Surveys, *Student Behavior, Technical Institutes, Two Year Colleges, *Two Year College Students
Identifiers—*New York, *State University of New York

A study was conducted to generate a profile of the movement of State University of New York (SUNY) two-year college students to four-year institutions. In addition, out-of-state and in-state independent institutions, identified as frequent recipients of transfers from SUNY two-year colleges, were surveyed to determine the types of transferee data regularly available from these schools which could serve as the basis for future research. A third intended outcome of the study was the development of a generic follow-up survey form by collecting samples of transfer student follow-up surveys used by members of the SUNY Transfer Counselors Association. Information was collected through surveys, consultations, interviews, and reviews of the literature and data summaries. SUNY transfer student findings included the following: (1) in 1988, a total of 843 more students transferred out of than into New York State colleges; (2) in fall 1990, 5,330 SUNY transfer students were enrolled in 97 in-state independent two-year and four-year institutions and specialized institutions, 320 in City University of New York (CUNY) two- and four-year institutions, and 417 in proprietary schools; (3) among 1990 SUNY associate degree recipients, a total of 32.4% transferred, including 19.5% to other SUNY institutions, .3% to CUNY, 8.6% to in-state independent colleges, .09% to in-state proprietary institutions, and 3.9% to out-of-state schools; and (4) 19 SUNY Transfer Counselors Association members provided their follow-up survey forms, indicating the most commonly used items were on employment status, salary, and current college enrollment. Detailed lists of in-state and out-of-state institutions receiving SUNY transfer students and the numbers of transfers received, a copy of the generic student transfer follow-up survey form developed from the survey, and information on student data available at recipient colleges are included. (PAA)

ED 356 012 JC 930 200

Fadale, LaVerna M. Zhao, Peisheng

Sex Equity, Single Parent, Displaced Homemaker, Single Pregnant Women Programs: Guidebook for Equity Accountability System.
State Univ. of New York, Albany. Two Year Coll. Development Center.
Spons Agency—New York State Education Dept., Albany. Office of Continuing Education.
Pub Date—[92]

Note—140p; A product of a project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA 8010-92-8100 and 8020-92-8291).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Access to Education, Accountability, Community Colleges, Databases, Data Collection, Educational Legislation, *Equal Education, Program Descriptions, *Program Design, *Program Implementation, Questionnaires, Sex Discrimination, *Systems Development, Two Year Colleges, Vocational Education
Identifiers—*Carl D Perkins Voc and Appl Techn Educ Act 1990

As required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (VATEA), a project was undertaken to develop an accountability system for New York State equity programs funded under sections 221 and 222 of the VATEA. This document profiles the resulting accountability system and serves as a guide for program staff implementing the system at secondary and postsecondary institutions. The report is divided into five sections, the first of which presents an overview of the program and provides sections 221 and 222 of the VATEA. Section 2 features a general description of the equity accountability system (EAS), indicating that expected outcomes are divided into three general categories: (1) institutional-related outcomes, including equal access and equitable education, ongoing collaborative efforts, increased persistence and completion in programs, and increased placement; (2) program- or client-re-

lated outcomes, including improvement of personal/coping skills, academic skills, availability of support services, and acquisition of marketable skills/competencies; and (3) specialized services, events, and short-term activities providing access to a variety of single contact services. Section 3 features the forms and materials used in the EAS, including the interim report form, instructions for completing the EAS final report form, and a completed sample final report form. Section 4 features samples of forms and materials regarding demographic information, activity/event registration and records, a log of services provided, and participant feedback and tracking. Finally, section 5 provides user manuals for client- and program-based computer databases and a selected list of resources. (MAB)

ED 356 013 JC 930 201

Fullen, Jim, Ed.

OATYC Journal, 1992-1993.

Ohio Association of Two-Year Colleges.

Pub Date—93

Note—98p; Published twice annually.

Available from—Ohio Association of Two-Year Colleges, University of Akron Community and Technical College, 304 East Buchtel Avenue, Akron, OH 44325 (\$3 each; annual subscription, \$6).
Journal Cit—OATYC Journal; v18 n1-2 Aut 1992-Spr 1993

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Environment, College Curriculum, *College Faculty, *College Instruction, Community Colleges, Educational Finance, Faculty Publishing, Instructional Innovation, Part Time Faculty, *Teaching Methods, *Two Year Colleges

Identifiers—*Ohio

The OATYC Journal provides the two-year colleges of Ohio with a medium for discussing problems and sharing concepts, methods, and findings relevant to the two-year college classroom. The fall 1992 and spring 1993 issues contain: "What We Are Doing Right: Can We Do It All?" by Linda Houston; "Campus Profile: A Walk through Shawnee State University," by Catherine H. Roberts and Susan Warsaw; "Portfolio Assessment as an Evaluation Tool," by Carolyn Wulforth; "Teaching Entrepreneurship to the Two-Year College Student: An Instructor's Guide," by Ralph Lindeman; "Applications of EECAP (Early English Composition Assessment Program): Writing Assessment through Research," by John Fallon; "To Acquire Stature: To Thine Own Self Be True," by James O. Hammons; "Illiteracy on the Run," by George Kemp; "Professional Sense of Community," by Candice Johnson and "I am a Good Buy," by Susan Heady, both responding to concerns about the influence of growing numbers of part-time faculty on educational quality; "OATYC President's Message," by Linda Houston; "University of Cincinnati Clermont College: Focus on Access," by Karen N. Williams; "Critical Thinking: A Matter of Ability, Experience, or Trust?" by Marilyn J. Valentino; "Maybe We Don't Teach Grammar Anymore, But It's a Good Thing," by David J. Johnson; "Of Pearls and Pigs," by Janet Green, recommends strategies for making literature more accessible to students; "A Native American Model," by Daniel Wildcat and Edward Neceper, which focuses on Haskell Indian Junior College; "A Teaching Technique That Works: The Teaching Pretest," by Jerry Bergman; and "Larger Institutions Absorb Unanticipated Cuts," by Julius F. Greenstein and "Two-Year Colleges Suffer More," by James J. Countryman, both address the comparative impact of state budget cuts on two- and four-year colleges. Each issue contains letters reacting to articles in previous issues. (PAA)

ED 356 014 JC 930 202

Amerman, Monique

Pueblo Community College. Accountability

Progress Report, Academic Year 1990-1991.

Pueblo Community Coll., CO.

Pub Date—91

Note—155p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Accountability, *College Outcomes Assessment, Community Colleges, Educational Finance, Educational Quality, Evaluation Utilization, Minority Groups, Organizational Objectives, Outcomes of Education, Participant Satisfaction, Program Effectiveness, *School Ef-

fectiveness, School Holding Power, *Self Evaluation (Groups), Student Attrition, Tables (Data), Two Year Colleges

Identifiers—Pueblo Community College CO

College outcomes assessment data and data collection plans for the future are presented in this report on Pueblo Community College's (PCC's) progress in implementing its 1991 Revised Accountability Plan. Following introductory sections, information is presented on changes made as the result of assessment efforts, activities to disseminate assessment results, methods used to inform students of outcomes expectations, costs, minority students' withdrawal rates and achievement, and concerns of the Colorado Council of Higher Education about PCC's 1990 progress report. The next section of the report presents charts covering goals assessed, method of assessment, validation process, student outcomes, and program changes for general education areas and 24 disciplines. In addition, retention and course, program, and degree completion data, information on alumni and student satisfaction, and after-graduation performance are presented. The next sections focus on changes in reporting plans and methods that differ from the accountability plan; evidence of faculty involvement and institutional commitment; developmental studies and General Equivalency Degree preparation; outreach, business, and community services; and student support services. In many areas, future assessment plans are noted. Appendixes provide background data on reasons for PCC school and course withdrawals in 1990, degrees and certificates awarded, headcount, ethnic breakdowns of native and transfer students, a comparison of degree goals with degree attainment, post-remediation performance, basic skills by ethnicity, and pass rates for certification exams. (MAB)

ED 356 015 JC 930 203

Rouche, John E. Rouche, Suzanne D.

Between a Rock and a Hard Place: The At-Risk

Student in the Open-Door College.

American Association of Community Colleges,

Washington, DC.

Report No.—ISBN-0-87117-259-3

Pub Date—93

Note—298p.

Available from—American Association of Community Colleges, One DuPont Circle, N.W., Suite 410, Washington, DC 20036 (\$27.50; \$23 for members).

Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Community Colleges, Educational Change, Educational Opportunities, Educational Trends, Enrollment Trends, *High Risk Students, Learning Theories, Nontraditional Students, Open Enrollment, Program Descriptions, *Program Evaluation, Teacher Effectiveness, *Teacher Selection, *Teaching Methods, Two Year Colleges, Two Year College Students

Showcasing 12 community college programs recognized as successful in serving the needs of at-risk students, this book reviews the impact of limited resources and a growing high-risk student population on community colleges, examines successful programs and strategies, discusses faculty selection, and reviews program evaluation criteria and methods. Chapter 1, "Focusing on the Problems: America between a Rock and a Hard Place," describes the economic, technological, and demographic imperatives providing the impetus for American community colleges to remain viable, open-access institutions. Chapter 2, "Back to the Future: Getting Here from There," provides a brief history of two-year colleges, describing the events leading to the growing population of at-risk students, the proliferation of programs and strategies for dealing with these students, and the criticisms surrounding such efforts. This chapter also describes a 1992 survey of program directors from 12 award-winning two-year college programs for dealing with at-risk students. Chapter 3, "Designing Programs To Work: Shifting Paradigms for Changing Times," reviews the goals, objectives, and achievements of successful at-risk student programs. Chapter 4, "Selecting and Developing Faculty: Getting to the Heart of the Matter," reviews findings from studies of excellence in teaching, and describes strategies for identifying and selecting faculty. After discussing problems facing at-risk students, chapter 5, "The Door Opens with Identification, Orientation, and Involvement: Who

Am I? and What Am I Doing Here?" describes the importance of student orientation and involvement and considers issues of assessment and placement. Chapter 6, "Instructional Strategies: Identifying Some Realities of 'How' To Get There," reviews theories of student learning and examines specific institutional strategies that support instruction. Chapter 7, "Program Evaluation: The Proof of the Pudding," describes current legislative initiatives and other strategies for program evaluation. Finally, chapter 8, "Through the Looking Glass: Toward a Vision of Student Success," provides a series of recommendations for responding to the needs of at-risk students. Contains 355 references. (PAA)

ED 356 016 JC 930 204

Peterson, Clifford S.

Continuous Quality Assurance: Adapting TQM for Community Colleges.

American Association of Community Colleges, Washington, DC.

Report No.—ISBN-0-87117-260-7

Pub Date—93

Note—45p.

Available from—American Association of Community Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 (\$18.50; \$14.50 for members).

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Administrative Organization, *College Planning, Community Colleges, *Educational Administration, Educational Assessment, Educational Change, Educational Quality, Educational Trends, *Program Implementation, Two Year Colleges

Identifiers—*Total Quality Management

The growing demand for colleges and universities to be accountable to their publics and the recognition that assessment is of little value without a systematic planning effort have led many institutions to turn to the concept of Total Quality Management (TQM). This pamphlet discusses the process of adapting TQM to a typical community college, a process called Continuous Quality Assurance (CQA), and is divided into six chapters. The first chapter, "Forces for Change in Higher Education," describes the recent calls for accountability and the responses made by higher education to those calls. Chapter 2, "An International Focus on Quality," reviews the TQM theory, its practice in Japan, and emerging trends toward quality in business and industry. "Quality in Higher Education," the third chapter, discusses applications of TQM to higher education and some major differences between business and education, including the absence of profitability in education, increased departmental loyalties in educational institutions, and the lack of a perceived crisis in education. Chapter 4, "Continuous Quality Assurance in a Community College," outlines the philosophical approach behind CQA, while chapter 5, "Assessment and Planning for Continuous Quality Assurance," describes the mechanisms (i.e., databases, alumni follow-up, and effective assessment services) that must be in place to implement CQA. Finally, "Implications of a Quality Focus" highlights the benefits of CQA, including providing evidence of institutional effectiveness, a mechanism for preparing funding proposals, and a vehicle for identifying and setting institutional priorities. (Contains 12 references.) (BCY)

ED 356 017 JC 930 205

Ryan, G. Jeremiah, Ed.

Partners in Economic Development: Community College Strategies for Collaboration.

American Association of Community Colleges, Washington, DC.

Report No.—ISBN-0-87117-244-5

Pub Date—93

Note—68p.

Available from—American Association of Community Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 (\$18.50; \$14.50 for members).

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, College Planning, *College Role, Community Colleges, *Economic Development, Educational Finance, Educational Trends, Federal Aid, Fund Raising, Higher Education, *Intercollegiate Cooperation,

Job Skills, Job Training, *Labor Force Development, Role of Education, *School Business Relationship, Small Businesses, Two Year Colleges, Unions, Universities

In response to the competitive challenges of the emerging world economy, employers are looking increasingly to community colleges for the provision of job training to revitalize their work forces. While job training is an appropriate role for community colleges, its delivery, characterized by speed and adaptability, is contrary to most campus cultures, and calls for a new paradigm of teaching for the nation's workers. This book describes state-of-the-art economic development programs at community colleges. It's eight chapters are: (1) "A President's Perspective on Economic Development," by Richard J. Pappas; (2) "The Community College as an Economic Development Tool," by Charles C. Spence and Stanley Block; (3) "Federal Funding for Economic Development and Community Colleges," by David B. Canine; (4) "Partnerships with Senior Colleges and Universities," by Catherine B. Ahles; (5) "Serving Small Business," by Richard Shaik; (6) "Serving Big Business," by Frank G. Milligan and James L. McGuidwin; (7) "Working with Labor Unions," by Evan S. Dobelle and James Mullen; and (8) "The Fund Raising and Economic Development Linkage," by G. Jeremiah Ryan. (PAA)

ED 356 018 JC 930 206

Esbeck, Tim. Comp. Falcone, Lisa, Ed.

Economic Development Practices among Small-/Rural Community Colleges.

American Association of Community Colleges, Washington, DC.

Report No.—ISBN-0-87117-262-3

Pub Date—93

Note—110p.; A product of the Commission on Small/Rural Community Colleges.

Available from—American Association of Community Colleges Publications, P.O. Box 1737, Salisbury, MD 21802 (\$20; \$15 for members).

Pub Type—Collected Works - General (020)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Role, *Community Colleges, Cooperative Programs, *Economic Development, Job Training, Labor Force Development, Program Descriptions, *Rural Development, *Rural Schools, *School Business Relationship, Small Colleges, Two Year Colleges

In developing this compendium of exemplary economic development practices among small and/or rural two-year colleges, the American Association of Community Colleges Commission on Small/Rural Community Colleges (CSMCC) sent out a call for program descriptions to all community colleges with less than 3,000 full-time employees or that were self-designated as small or rural. A sample of the best submissions were selected by committee for inclusion in this publication. Following a brief introduction and a listing of CSMCC members, the report presents one-page summaries of 89 economic development programs. The program summaries are grouped into the following categories: (1) efforts in entrepreneurship/new business development, including Bessemer State Technical College's (Alabama) business incubator program and Phillips County Community College's (Arkansas) ethanol production facility study; (2) processes for technology deployment, including Gateway Community Technical College's (Connecticut) automotive cooperative program and Clovis Community College's (New Mexico) instruction via fiber optics program; (3) industrial recruitment and retention efforts, including Alabama Aviation and Technical College's retiree recruitment program and Illinois Central College's economic development consortium; and (4) college relationships with business and industry, including Allen County Community College's (Kansas) robotic installation assistance program and Alexandria Technical College's (Minnesota) center for total quality management training. Each program summary includes the program name; name of the college, the executive officer, and the college address; the program contact person and his/her telephone number; a summary of exemplary accomplishments; a description of what was done and how it was done; resource requirements; and a list of key factors in success. (PAA)

ED 356 019 JC 930 207

Cohort92 Entering Student Survey: Preliminary Findings. Enrollment Analysis EA93-7.

Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

Pub Date—May 93

Note—21p.

Pub Type—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Freshmen, Community Colleges, *Educational Background, Grades (Scholastic), Income, *Parent Background, Questionnaires, School Surveys, *Socioeconomic Background, *Student Characteristics, *Student Educational Objectives, Two Year Colleges

Identifiers—Prince Georges Community College MD

In October 1992, Prince George's Community College (PGCC) in Largo, Maryland, undertook a study of the characteristics of first-time students to gather information for the college's recruitment and assessment efforts. A four-page questionnaire was mailed to all 2,730 first-time students enrolled in fall 1992, requesting information on the students' academic goals, socio-economic status, and academic/socio-cultural background. A total of 949 completed questionnaires were returned, resulting in a response rate of 35%. Preliminary findings of the survey included the following: (1) 51% of the respondents indicated that they planned to earn an Associate degree from PGCC, while 34% said they planned to take courses for transfer without earning a degree; (2) at the time of the survey, 53% of the respondents lived with one or both of their parents, 19% lived with a spouse, and 7% lived alone; (3) 45% were employed full-time, 26% were employed 10 to 29 hours per week, and 27% were unemployed; (4) half of the respondents reported household incomes below \$40,000, compared to a Prince George's County median of \$43,000; (5) with regard to respondents' high schools, 51% graduated from a public high school in Prince George's County, 31% reported spending 3 hours or less on homework, and 64% reported getting mostly "B's" and "C's"; and (6) 17% of the respondents' mothers and 16% of their fathers had earned a two- or four-year college degree, while 16% of mothers and 20% of fathers had not earned a high school diploma. Data tables and the survey instrument are included. (BCY)

ED 356 020

Jonio, Steven

Participation in Assessment and Orientation and Persistence from Fall 1991 to Spring 1992 at

Golden West College.

Golden West Coll., Huntington Beach, Calif.

Pub Date—May 93

Note—68p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Persistence, College Attendance, Community Colleges, Ethnic Groups, Full Time Students, Longitudinal Studies, Part Time Students, Program Effectiveness, School Holding Power, *School Orientation, Sex Differences, Student Attrition, *Student Characteristics, Tables (Data), *Testing Programs, Two Year Colleges, *Two Year College Students

Identifiers—*Golden West College CA

A study was conducted at Golden West College (GWC) in California to analyze the relationship between first-time students' participation in the college's assessment and orientation programs and their fall-to-spring persistence at the college. The study sample consisted of fall 1991 students who had declared either transfer, degree, or certificate as their educational goal (N=2,670). Primary comparisons were made between students who participated in neither assessment nor orientation (N=734), students who participated in one of these matriculation components (N=671), and students who participated in both of them (N=1,265). The major findings were that participation in either assessment or orientation was found to be consistently associated with higher persistence rates than was participation in neither component and that participation in both components was related to greater persistence than participation in only one component. These trends held across the range of units enrolled, for both genders, as well as for all ethnic and primary language categories; hence, persistence was apparently independent of these factors. Twenty-nine data tables/graphs are appended, making up more than half the report. (MAB)

ED 356 021

Ballobin, Kathryn And Others

A Cultural Diversity Plan.

JC 930 214

Pub Date—Apr 93

Note—9p; Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools (98th, Chicago, IL, April 4-6, 1993).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Cultural Awareness, Cultural Differences, *Cultural Interrelationships, *Cultural Pluralism, Ethnic Groups, Ethnic Relations, Intercultural Communication, *Intercultural Programs, Intergroup Education, Minority Groups, *Multicultural Education, Social Integration, Two Year Colleges

Identifiers—Beacon College Projects, Central Community College Platte Campus NE

In 1991, the Platte Campus of Central Community College (CCC) in Columbus, Nebraska, received a Beacon Grant to work with nine other colleges to promote cultural/work force diversity at the colleges and produce measurable results. The goals of the project were to expand programs to accommodate leadership diversity, design innovative staff development programs, develop personnel practices to enhance the recruitment and retention of women and minorities, provide in-service training in using curriculum components and classroom techniques that foster multicultural sensitivity, and disseminate information about project activities widely. The Platte Cultural Diversity Task Force Committee was formed to encourage campus-wide participation and support, educate campus leaders, and coordinate activities with other campuses. During 1991-92, the committee sponsored a variety of activities, including an area-wide meeting to explain the goals of the Beacon project; a series of lunches featuring traditional foods from various cultures; teleconferences on "Cultural Diversity in Teacher Preparation and Assessment" and "Sexual Harassment"; a screening of three films on women leaders in business; and the formation of a student task force on multicultural diversity. On October 29, 1992, 330 CCC staff members attended a one-day in-service program on diversity focusing primarily on inappropriate behaviors vis-a-vis diverse students/staff and legal concerns. In fall 1992, the Cultural Diversity Task Force became a permanent part of the Platte Campus Advisory and Communication System. Its plans are to encourage the development of different teaching styles, educate the campus community about diversity issues, and promote a proactive role in the recruitment and retention of a diverse population of employees and students. (MAB)

ED 356 022

JC 930 217

Lever, Judy C.

Distance Education Resource Guide. Computer-Based Distance Education in Community Colleges: A Joint Project.

League for Innovation in the Community Coll., Laguna Hills, CA; Miami-Dade Community Coll., FL. Homestead Campus.

Spons Agency—International Business Machines Corp., New York, N.Y.

Pub Date—Jan 93

Note—80p.

Available from—Distance Education Resource Guide, The League for Innovation in the Community College, 26522 La Alameda, Suite 370, Mission Viejo, CA 92691 (\$5, printed copy; 5-1/4" computer diskette, \$1; 3-1/2" computer diskette, \$2).

Pub Type—Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, *Community Colleges, Computers, Computer Uses in Education, *Correspondence Schools, *Distance Education, Educational Radio, Educational Television, Electronic Mail, Telecommunications, Telecourses, Two Year Colleges

This resource guide provides information on distance education options and offers a directory of programs at various institutions in the United States and Canada. Following a brief preface on the development of the guide, "New Models for Higher Education in Changing Times," by Don Doucette, discusses the nature of distance learning, the inevitability of this type of instructional delivery, the infrastructure provided by information technology, and changes required in the current model of higher education. Next, an introductory essay outlines the basics of distance education, explaining its role as an alternative to traditional classroom instruction and outlining the following forms of distance education:

(1) print, including correspondence courses with textbooks, study guides, and assignments mailed to students; (2) audio, featuring radio, audiocassette, and telephone-based instruction; (3) video, including television, videocassette, and videodisc courses; and (4) computer-based approaches, featuring telecommunications, electronic mail, electronic conferencing, electronic bulletin boards, and telecommunications networks. Results of a survey of 1,000 community colleges are also included, indicating the top delivery media used and the most and least frequently offered courses. The bulk of the guide consists of a list of community college distance education programs by state or province. Each entry provides the college's name and address, the media used and disciplines taught in distance education, and the name of a contact person. Explanatory notes highlighting special features are included with some entries. (MAB)

ED 356 023

JC 930 219

Clough, Carol E.

Improving Staff Development in South County

Community College District, California.

Pub Date—Feb 91

Note—281p; Ed.D. research project, Nova University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) - Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Administrator Attitudes, *College Faculty, Community Colleges, Educational Needs, Employee Attitudes, *Faculty Development, Inservice Education, *Needs Assessment, *Professional Development, Professional Recognition, Questionnaires, School Surveys, *Staff Development, Tables (Data), Teacher Attitudes, Two Year Colleges

Identifiers—Chabot College CA, *Las Positas College CA

A study was conducted to investigate staff development needs at Chabot College and Las Positas College as perceived by members of the faculty, administration, and classified staff; to develop strategies to address the perceived needs; and to recommend short- and long-term implementation plans. A Staff Development Needs Assessment Questionnaire, an eight-page instrument designed specifically for the study, was administered to the 745 full- and part-time administrators, faculty, and classified staff at the colleges. The questionnaire asked about demographic information; opinions about the colleges' organizational operating environment; willingness to participate in workshops focused on meeting changing institutional needs, developing academic and technical knowledge and skills, and personal development; preferred workshop times; and personal achievements in professional development. Study findings, based on 577 responses, included the following: (1) administrator, faculty, and staff respondents wanted more computer-related information/skills and information on methods for improving service to or working with culturally diverse people; (2) 91% of the respondents felt that the institution should encourage and facilitate development and continuous learning of personnel, but only 44% felt that the district was providing that environmental tone and support; (3) administrators expressed most interest in workshops on problem-solving strategies, team building, and priority setting; and (4) 80% of the faculty and classified staff perceived salary incentives for participation in staff development as important, compared to 58% of the administrators. A review of the literature, recommendations for a Human Resource Development Model for the colleges, and appendixes containing college mission statements and the survey instrument and responses are included. (Contains 446 references.) (MAB)

ED 356 024

JC 930 220

Clagett, Craig A.

Transfer and Graduation Rates, Full-Time En-

trants after 4 Years. Revised Brief RB93-16.

Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.

Pub Date—May 93

Note—8p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Black Students, Cohort Analysis, *College Graduates, *College Outcomes Assessment, *College Transfer Students, Community Colleges, Comparative Analysis, Enrollment Trends, Followup Studies,

*Full Time Students, Higher Education, Longitudinal Studies, State Norms, Two Year Colleges, Two Year College Students, White Students

Identifiers—Prince Georges Community College MD, *Transfer Rates (College)

Drawing from annual data provided by the Maryland Higher Education Commission, Prince George's Community College (PGCC) in Maryland conducted a study of the status of first-time, full-time students at PGCC 4 years after entry. In particular, the study examined the number and percentages of students earning certificates and associate degrees and/or transferring to a four-year college or university in Maryland. Study results, covering all nine student cohorts entering PGCC in fall terms 1980 through 1988, included the following: (1) since the mid-1980's, the trend has been toward declining graduation rates accompanied by increasing rates of transfer without first earning an award from PGCC; (2) both black and white student cohorts have experienced declining rates of Associate of Arts (A.A.) degree attainment; (3) for those first-time, full-time students entering PGCC in fall 1988, graduation rates were 15.9% for whites and 5.1% for blacks, all time lows for both groups; (4) the 1986, 1987, and 1988 black student cohorts transferred at a steady rate of 14% to 15%, while white students have shown dramatically higher transfer rates in recent years, increasing from 30% for the 1984 cohort to 40% for the 1988 cohort; and (5) in comparisons with four peer community colleges in Maryland, PGCC's A.A. graduation rate for the 1988 cohort of 10.6% was approximately half that of three of the four peer colleges, and PGCC's in-state transfer rate of 27.9% was lower than all four peer institutions. Seven data tables and graphs are included. (FAA)

ED 356 025

JC 930 222

Burr, Marjorie

Increasing Participation and Success of Minorities and Women at Dona Ana Branch Community College. Submitted to [the] New Mexico Commission on Higher Education.

New Mexico State Univ., Las Cruces. Dona Ana Branch Community Coll.

Pub Date—Nov 92

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Academic Persistence, *Affirmative Action, College Attendance, College Faculty, College Planning, Community Colleges, Comparative Analysis, Cultural Pluralism, *Diversity (Institutional), Enrollment, Faculty Integration, Females, Institutional Characteristics, *Minority Groups, Mission Statements, Policy Formation, School Holding Power, Self Evaluation (Groups), *Sex Fairness, *Student Characteristics, Student Recruitment, Two Year Colleges, Two Year College Students

Identifiers—*New Mexico State University Dona Ana Branch

In June 1992, Dona Ana Branch Community College (DABCC) in Las Cruces, New Mexico, initiated a self-study to identify changes needed for fuller participation by minorities and women and to establish goals for student, faculty, and staff diversity. The self-study focused on college and program enrollments by gender and ethnicity; recruitment materials; admissions, orientation, and registration procedures; retention and completion rates of minorities and women; policies and practices supporting retention; transitions of program completers to jobs or further education; and faculty and staff diversity. The study found that in comparison to their representation in the service area, Blacks and American Indians were overrepresented in the spring 1992 college population and Hispanics were underrepresented. Men were overrepresented in technical programs. No patterns of ethnic bias in enrollment appeared in any program or division. Based on self-study findings, goals and related plans were developed, including the following: (1) develop a recruiting plan for areas with high concentrations of Hispanic and Black students; (2) develop a proactive marketing plan to promote gender equity; (3) modify admission, orientation, placement, and advising procedures to better integrate students into the college community; (4) increase faculty and staff awareness of cultural diversity issues; (5) improve financial aid services; (6) enhance articulation with bachelor's degree programs; (7) undertake efforts to employ an ethnically diverse faculty; and (8) encourage occupational students to consider teaching careers. DABCC's mission statement is appended.

(Contains 17 references.) (PAA)

ED 356 026

JC 930 223

*Baca, Kathleen And Others***A Survey of the Community's Information and Attitudes about Dona Ana Branch Community College. A Research Report.**

New Mexico State Univ., Las Cruces. Dona Ana Branch Community Coll.

Pub Date—Apr 93

Note—20p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Outcomes Assessment, *Community Attitudes, Community Colleges, Community Surveys, Comparative Analysis, Institutional Evaluation, Knowledge Level, Participant Satisfaction, Questionnaires, *School Community Relationship, Self Evaluation (Groups), Two Year Colleges

Identifiers—New Mexico (Dona Ana County), *New Mexico State University Dona Ana Branch

In 1992, Dona Ana Branch Community College (DABCC) in Las Cruces, New Mexico, conducted a telephone survey of a random sample of Dona Ana County residents to examine community attitudes towards the college. In particular, the study examined barriers to student access; the reputation and visibility of DABCC; community awareness of programs, courses, and delivery formats; community perceptions of the quality of instruction; and community understanding and support of the college. A total of 167 calls were completed with usable responses to at least some of the survey questions. Where possible, results were compared with findings from a similar survey conducted in 1990. Study findings included the following: (1) 88% of the respondents were aware of DABCC, an increase of 10% from 1990; (2) 81% were aware of occupational training courses, while 58% were aware of student services; (3) significantly more males than females were aware of adult basic education, evening and weekend scheduling, satellite campus classes, availability of financial aid, and student support services; (4) 31% of the respondents or their relatives had taken courses at DABCC, and 96% of them described the quality of instruction as excellent or good; (5) significantly more respondents over 59 years of age believed that continuing to offer community education courses was important; and (6) the greatest impediments to taking classes were lack of time among 26 to 40 year-olds, and lack of money among 18 to 25 year olds. Recommendations, 14 data tables/figures, and the survey instrument are included. (PAA)

PS**ED 356 027**

PS 020 716

"The Best Parent Is Both Parents." Presentations at the Annual Conference of the National Council for Children's Rights (6th, Arlington, Virginia, March 19-22, 1992).

National Council for Children's Rights, Washington, DC.

Pub Date—Mar 92

Note—37p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activism, *Child Abuse, *Child Advocacy, Child Custody, *Children's Rights, Child Support, *Child Welfare, Divorce, Grandparents, Public Policy

Identifiers—False Allegations, Family Support Act 1988, Freedom of Information Act, Indicators, *Noncustodial Parents, *Welfare Reform

This document contains 17 conference presentations: (1) "Results of an Evaluation of Five Access Enforcement Programs" (Jessica Pearson); (2) "Conflict and Children's Post-Divorce Adjustment: A Closer Look" (Joan B. Kelly); (3) "What's Normal for Stepfamilies?" (Claire Berman); (4) "How Psychiatry Promotes Child Abuse in Child Custody Litigation" (Lee Coleman); (5) "Recognizing Child Abuse: The Need for a More Balanced Approach" (Douglas Bresharow); (6) "Issues Affecting Access of Children to Grandparents" (Ethel Dunn); (7) "How To Make Custody Determinations Less Adversarial—Perspectives from the Courtroom" (Lawrence W. Kaplan); (8) "Programs of the Aring Institute for Families of Divorce and Remarriage" (Sally Brush); (9) "How To Handle Child Abuse

Allegations" (Richard Austin); (10) "What Non-Custodial Mothers and Non-Custodial Fathers Have in Common" (Angie Mease); (11) "How To Obtain Financial Child Support Data through Filing of Freedom of Information Act (FOIA) Requests" (John Siegmund); (12) "Let's Discuss Your Children...Are They Emotionally Healthy after Divorce?" (Carla A. Goodwin); (13) "Enabling Children of Divorce to Win" (Lita Linzer Schwartz); (14) "Play Therapy for Adults: Healing the Child Within" (June Werliw Hutchinson); (15) "A Brief History of Prevailing Child Support Doctrine" (Roger Gay); (16) "Congressional Update on Access (Visitation) and Financial Child Support Policies" (Rich Hobbie and Ron Haskins); (17) "Working with the Media and State Legislatures" (Eric Anderson). (PM)

ED 356 028

PS 020 765

*Backstrom, Kerstin Palmerus, Kerstin***Interaction between Infants and Adults, a Necessary Means for Promoting the Development of a Child.**

Pub Date—5 Aug 92

Note—12p.; Paper presented at the World Congress of the World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attachment Behavior, Behavior Change, Behavior Patterns, Child Caregivers, *Child Development, Communication Problems, *Day Care Centers, Emotional Development, Feedback, Foreign Countries, *Infants, *Naturalistic Observation, Nonverbal Communication, *Parent Child Relationship, Parents, Positive Reinforcement, Preschool Education, *Videotape Recordings

Identifiers—*Caregiver Child Relationship, Caregiver Response, Jordan, Parent Responsiveness

This paper begins by outlining four aims of the U.N. Convention on the Rights of the Child, namely: (1) to create developmental environments which facilitate interaction between adults and children; (2) to develop adults' sensitivity for children and to increase their level of knowledge of the young child's needs; (3) to give adults the ability to provide for children's developmental needs in situations of extreme adversity; and (4) to develop the structure of institutions that serve children. After a discussion of theoretical issues relating to children's attachments and adult-child relationships, the paper examines a type of intervention program designed to facilitate caregiver-child interactions. In this intervention, caregiver-child interactions are videotaped. The videotape recordings are then viewed by the caregiver and a professional instructor or psychologist in order to improve the interactions between the caregiver and child. An example of such an intervention, implemented in Jordan and reported in 1991, is described in an appendix which analyzes the children's problems that the intervention attempted to address, lists the short- and long-term goals of the intervention as well as the steps involved in the intervention, and reports the results of the intervention. (Contains 23 references.) (MM)

ED 356 029

PS 020 949

*Mazur, Elizabeth And Others***Appraisals of Negative Divorce Events and Children's Psychological Adjustment.**

Pub Date—Aug 92

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, Behavior Problems, *Childhood Attitudes, *Divorce, *Emotional Adjustment, Mental Health, *Mothers, *Negative Attitudes, Parent Attitudes, *Preadolescents, Self Esteem, Well Being

Identifiers—*Childhood Experiences

Adding to prior literature on adults' and children's appraisals of stressors, this study examined relationships among children's negative cognitive errors regarding hypothetical negative divorce events, positive illusions about those same events, the actual divorce events, and children's post-divorce psychological adjustment. Subjects were 38

custodial mothers who had divorced and had not remarried, and children ages 8 to 12 years whose parents had divorced in the previous 24 months. The children, 19 girls and 19 boys, were participants in a preventive intervention program for children of divorced parents. Each child was interviewed at home while the mother completed questionnaires in a separate room. Children's scores on a scale of negative cognitive errors (catastrophizing, overgeneralizing, and personalizing) correlated significantly with self-reported symptoms of anxiety and self-esteem, and with maternal reports of behavior problems. Children's scores on a scale measuring positive illusions (high self-regard, illusion of personal control, and optimism for the future) correlated significantly with low degrees of self-reported aggression. The correlation between scores on the negative errors and positive illusions scales suggests that a child who endorses negative cognitive errors for diverse events may also endorse positive illusions, and vice versa. Some children may admit negative information into appraisals of themselves, the world, and the future, but in a way that they retain positive illusions as well. (Contains 15 references.) (MM)

ED 356 030

PS 021 013

Expanding School-Age Child Care: A Community Action Guide.

League of Women Voters Education Fund, Washington, D.C.

Spons Agency—American Express Foundation, New York, NY.; Smith Richardson Foundation, Inc., Greensboro, N.C.; Women's Bureau (DOL), Washington, D.C.

Report No.—ISBN-0-89959-423-9

Pub Date—92

Note—56p.; Funding also provided by grants from the Pillsbury Co. Foundation and Primerica Foundation.

Available from—League of Women Voters of the United States, 1730 M Street, N.W., Washington, DC 20036 (Publication No. 923, \$4.95; \$3.95 for members).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*After School Programs, *Community Education, Community Support, Elementary Education, Elementary School Students, *Financial Support, Latchkey Children, Low Income Groups, Minority Group Children, Program Descriptions, *School Age Day Care

Identifiers—*Child Care Needs, League of Women Voters

In January 1990, the League of Women Voters (LWV) Education Fund launched a 2-year national project to increase the availability of affordable, quality school-age child care for low and moderate income families. As part of this national project, local LWVs implemented model projects with one or more of the following activities: (1) increasing the supply of available school-age child care spaces; (2) improving the quality of existing programs; (3) securing funding for program operating expenses or tuition scholarships; and (4) providing community education on the importance of school-age child care. This guide contains profiles of 15 local projects. An analysis of the projects explains the impact of strategies used in the projects on the quality of child care. The analysis also considers project funding, community education, and populations served. Project evaluations indicated that the ability to recruit and retain well-trained staff had a direct effect on the success of the project, and a 2-year period was required to build a coalition of community groups that would last beyond the initial impetus of outside funding. Lists of steps to follow in starting or expanding a school-age child care program, resources relevant to child care, and organizations involved in child care issues are appended. (SM)

ED 356 031

PS 021 061

*Smith, Kenneth E.***The Development of the Primary Teacher Questionnaire: A Teacher Beliefs Scale Based on the NAEYC Guidelines for Appropriate Practice in the Primary Grades.**

Pub Date—11 Nov 92

Note—34p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Measures, *Beliefs, Con-

ventional Instruction, Early Childhood Education, Educational Practices, *Elementary School Teachers, Higher Education, Preservice Teacher Education, Primary Education, Questionnaires, *Teacher Attitudes, Teaching Methods, *Test Construction, Testing Problems, Test Reliability, Undergraduate Students

Identifiers—*Developmentally Appropriate Programs, National Association Educ of Young Children, *Primary Teacher Questionnaire

This report describes the development of the Primary Teacher Questionnaire (PTQ), a self-report teacher beliefs scale based on the position statement on developmentally appropriate practice in the primary grades published by the National Association for the Education of Young Children (NAEYC). The development of the PTQ was conducted in three phases, item development, initial testing and scale refinement, and field testing. In the field test, a 42-item version of the PTQ was administered to 144 elementary and early childhood preservice and inservice teachers. This version of the PTQ consisted of two subscales that related to developmentally based and traditionally based practices. Results of the testing indicated that the two PTQ subscales highly differentiated respondents on the basis of their background in early childhood education, and were internally consistent. Factor analysis of the 42 items identified 2 factors. It is concluded that the PTQ is a useful instrument for examining teacher beliefs about appropriate practice in primary school settings. Seven tables of statistics, and a copy of the PTQ are appended. (Contains 37 references.) (PM)

ED 356 032

PS 021 101

Madinger, Edward And Others

Child Rights. The Convention: Child Rights and UNICEF Experience at the Country Level. Innocent Studies.

United Nations Children's Fund, Florence (Italy). Report No.—ISBN-88-85401-03-1; ISSN-1014-8795

Pub Date—91

Note—52p.; A product of the International Child Development Centre.

Available from—UNICEF International Child Development Centre, Piazza S.S. Annunziata 12, 50122 Florence, Italy (\$10 U.S.).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Child Advocacy, Child Health, Childhood Needs, Children, *Children's Rights, *Child Welfare, *Developing Nations, Foreign Countries, Government Role, Legislation, *Public Policy

Identifiers—Bolivia, Brazil, Child Protection, Kenya, UNICEF, *United Nations Convention on Rights of the Child

The most revolutionary element of UNICEF's approach to the implementation of the 1989 Convention on the Rights of the Child is the integration of the principles of the Convention into individual countries' programs for children. The convention has impacted UNICEF by broadening its framework for analyzing the situation of children. This publication documents the experiences of Bolivia, Kenya, and Brazil in the area of child rights, and comments on the ways in which UNICEF, through its tradition of advocacy for children and practical action at the country level, can best support governments in implementing the convention. The case study from Bolivia discusses the implementation of the convention and the promotion of children's rights in Bolivia, and analyzes the convention's impact on programs for children. The Kenyan study focuses on the convention's usefulness in helping set goals for children, and reveals gaps and constraints in national policy on children's issues. The case study from Brazil documents processes that led to constitutional changes, discusses ways of applying legislative reforms, and describes a national movement for the protection of children. A statement on international goals for children in the 1990s is appended. (SM)

ED 356 033

PS 021 141

Cairney, Trevor H. Munsie, Lynne

Breaking Down the Barriers: Parents as Community Tutors in Literacy.

Pub Date—Nov 92

Note—22p.; Paper presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education on "Educational Research: Discipline and Diversity" (Geelong, Victoria, Australia, November 22-26, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, Elementary Education, Elementary School Students, Foreign Countries, *Literacy, *Parent Participation, *Parents as Teachers, *Parent Student Relationship, Preschool Children, Preschool Education, Program Descriptions, Reading Skills, *School Community Relationship, Writing Skills

Identifiers—Australia (New South Wales), *Barriers to Participation

This paper describes The Talk to a Literacy Learner (TTALL) program, which was designed to introduce parents to a broad range of literacy practices, and to offer parents an effective way to talk with other parents about specific literacy practices that have helped empower their children to cope more effectively with the demands of schooling. The TTALL project strives to raise parental participation in the literacy activities of their children, change the nature of parents' interactions with their children as they read and write, train community resource people, raise community expectations concerning literacy and education, and serve as a catalyst for a variety of community-based literacy initiatives. Stage 1 of the 3-stage program involves identifying and working with parents to enable them to interact more effectively with their own children (aged 1-12 years) as they engage in literacy and requires parental attendance at 16 workshops, each 2 hours in length, over an 8-week period. A total of 25 parents and their 34 children took part in the first TTALL program. A further 75 students served as control subjects. An evaluation of stage 1 of the program revealed nine major ways that TTALL impacted parental knowledge, parent-child relationships, and student literacy performance. Stage 2 involves additional workshops for parents in stage 1. The content of the stage 2 program consisted of 12 workshops presented in a similar way to those in stage 1. Stage 3 involves training of selected parents from stage 2 to act as community tutors. The Community Tutor Program, which was designed as a vehicle to enable parents to share their insights with one another, is described. (Contains 19 references.) (SM)

ED 356 034

PS 021 142

Cairney, Trevor H.

Parents, Our Silent Partners.

Pub Date—Sep 92

Note—17p.; Keynote address presented at the Joint National Conference of the Australian Reading Association and the Australian Association for the Teaching of English (2nd, Hobart, Tasmania, Australia, September 24-27, 1992).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Elementary Education, Foreign Countries, *Literacy, *Parent Participation, Parents as Teachers, *Parent School Relationship, Parent Teacher Cooperation, Reading Skills, School Policy

Identifiers—Barriers to Participation

Parents have a vital role to play in their children's literacy education, but too often schools have been the domain of teachers, and have offered opportunities for parental involvement that are little more than token efforts. Parent involvement is important for parents' and their children's learning, and is useful in facilitating changes in schools and teachers that will enable educators to be more responsive to community needs. Some schools adopt a narrow definition of parent involvement which focuses primarily on what parents can do for teachers, rather than what schools can do for families. This paper describes a variety of ways in which teachers can involve and communicate with parents in the following areas: (1) school policies and procedures; (2) curriculum information; (3) classroom information; (4) student feedback; and (5) parental support of their children. Specific strategies discussed include involving parents in the development of literacy policies and procedures within a school by having parent representation on curriculum committees; and providing parents with details on classroom literacy programs and practices by inviting parents to visit the classroom. (Contains 24 references.) (SM)

ED 356 035

PS 021 151

Kozol, Jonathan

Savage Inequalities: Children in America's Schools.

Report No.—ISBN-0-517-58221-X

Pub Date—91

Note—262p.

Available from—Crown Publishers, Inc., 201 East 50th Street, New York, NY 10022 (\$20).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Access to Education, Child Welfare, *Disadvantaged Schools, *Economically Disadvantaged, Educational Environment, Educational Equity (Finance), *Educationally Disadvantaged, Educational Quality, Equal Education, Financial Support, *High Risk Students, *Minority Group Children, Poverty, *Public Education, Public Policy

Identifiers—Illinois (Chicago), Illinois (East Saint Louis), New Jersey (Camden), New York (New York), Texas (San Antonio)

This book examines what is happening, in the context of segregated and unequal public education, to children from poor families in the inner cities and less affluent suburbs, and describes how children of poor families get less real education, less hope, and less concern than children from rich families. Chapter 1 of the book examines the causes and impact of the spiritual, racial, and economic isolation confronting the residents and public school students of East St. Louis, Illinois. In chapter 2, the loss of factories and increase in gangs, reliance on low-paid teacher substitutes, disparity in funding between schools, and other negative factors impacting the lives of school-aged children on the south side of Chicago are discussed. Chapter 3 explores expenditures per pupil and inequities in staffing and supplies, and identifies the denial of the means of competition as the most consistent outcome of the public education offered to poor children in New York and other large cities. In chapter 4, the plight of children's education in Camden, New Jersey, the nation's fourth-poorest city, is described. Chapter 5 notes the District of Columbia's dual system of education, in which magnet schools attract the wealthiest children and poor schools attract the poorest children. Finally, in chapter 6, incidents of inequalities in the public school system in San Antonio, Texas, are discussed. (SM)

ED 356 036

PS 021 161

Tracking Success for Children and Families: ECEAP Longitudinal Evaluation Study, Year 2 Technical Report.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Washington State Dept. of Community Development, Olympia.

Pub Date—Aug 91

Contract—3-90-33102

Note—106p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Health, Cognitive Processes, *Early Childhood Education, Family Involvement, *Family Relationship, Longitudinal Studies, Low Income Groups, Nutrition, *Parent Participation, Parents, Program Evaluation, *Self Esteem, Young Children

Identifiers—*Early Childhood Education and Assistance Prog WA, Family Support, *Washington, Whole Child Approach

This document is a detailed report on the second year of a 6-year study of the effectiveness of a state-sponsored preschool program for 4-year-old children from low-income families in the state of Washington. The Early Childhood Education and Assistance Program (ECEAP) takes a whole child approach, emphasizes the involvement of parents in planning and implementation, and attends to the transition from preschool to kindergarten. Data is being collected for three "waves" of children for the periods: (1) 1988/89 (ECEAP year) to 1993/94 (grade 4); (2) 1989/90 (ECEAP year) to 1994/95 (grade 4); and (3) 1990/91 (ECEAP year) to 1995/96 (grade 4). The evaluation of the program tracks the scholastic, social, attitudinal, and physical progress of several hundred children participating in the program. Participants are compared to a control group of children who were eligible for the program but did not participate. Results for this portion of the study indicate that progress was made in five of the eight program goals: (1) increasing children's self-confidence; (2) enhancing children's cognitive skills; (3) increasing children's spontaneity, curiosity, and self-discipline; (4) improving children's physical abilities; and (5) empowering families.

lies, with the result that parents improve parenting skills and the families increase their access to money and basic resources. No change was observed in the quality of children's nutrition; the ability of child and family to relate to each other; or the families' sense of self-worth. Appended are data collection instruments and a parent interview form. (ME)

ED 356 037 PS 021 163

Arrowsmith, Judy. And Others
Sharing Action and Evaluation: Parents and Staff Working Together in Early Education. SCRE Spotlights 37.

Scottish Council for Research in Education.

Pub Date—92

Note—5p.

Available from—Scottish Council for Research in Education, 15 St. John Street, Edinburgh, EH8 8JR, Scotland, United Kingdom.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cooperative Planning, Foreign Countries, *Nursery Schools, Parent Attitudes, Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Participative Decision Making, *Preschool Education, Record-keeping, School Policy

Identifiers—Scotland

This study explored ways that nursery school staff work with parents, involve parents in evaluation, and improve the nursery experience for both parents and children. The process of assessing parents' and staff's views about all aspects of nursery life, and the use of these views to form the basis of an action plan, are described. The staff and parents of children attending two nursery schools were asked, during discussions or interviews or by means of questionnaires, to describe how parents and staff could work together. Results of the assessment of views were tabulated and discussed with staff. As a result of the study, areas to focus on in developing cooperation between parents and staff were drawn up in the nurseries, and priorities among these areas were debated by staff. Policy statements about cooperation between staff and parents were drafted and discussed in the nurseries. The nurseries invited parents to contribute information about their children's progress at home and in the nursery school, and to comment on nursery activities. (SM)

ED 356 038 PS 021 170

"New Approaches for Children in the Nineties."

Presentations at NCCR's Annual Conference

(5th, Arlington, Virginia, October 18-21, 1990).

National Council for Children's Rights, Washington, DC.

Pub Date—Oct 90

Note—36p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Abuse, *Child Advocacy, Child Custody, *Child Support, *Divorce, *Family Environment, *Parent Child Relationship, Parent Rights, *Sexual Abuse

Identifiers—American Bar Association, Divorce Mediation, Parent Visitation, Visitation Rights

The National Council for Children's Rights (NCCR) is a Washington-based advocacy group concerned with public policy affecting children of divorced and separated parents. This document contains papers presented at an NCCR conference. (Since publication of these proceedings, the organization has changed its name to the Children's Rights Council.) Papers include: (1) "A Report on New Directions in Family Research," by Anna Keller; (2) "Child Custody and Parental Cooperation," by Frank S. Williams; (3) "What is Happening in the Black Family," by Reggie B. Walton; (4) "Recent Activities of the American Bar Association's Center on Children and the Law," by David W. Lloyd; (5) "The Agenda for the Commission on Interstate Child Support," by Margaret Campbell Haynes; (6) "The Problem with Child Support," by Jed H. Abraham; (7) "How to Avoid Secondary Victimization in Child Sexual Abuse Investigations," by Ralph Underwager and Hollida Wakefield; (8) "The Domestic Mediation Program of the D.C. Superior Court, Washington, D.C. Multi-Door Dispute Resolution Division," by Michael A. Terry; (9) "Children in the Middle: Common Situations and Some Solutions," by Donald A. Gordon and Jack Arbutnot; (10) "Mediation: Facilitating Shared Parental Responsibilities," by Phyllis B. Simon; (11) "Beyond Joint Custody: Creative Custody Arrangements to Maximize Both Parents' Involvement

With Children," by Joseph A. Condo; (12) "Play Therapy for Adults: Healing the Child Within the Grown-up," by June Hutchison; (13) "Changing American Families: How to Raise Healthy Kids Following Divorce," by Sally Brush; (14) "Advocacy in the States for Children's Rights Activists," by Bruce Gillman and Bruce Eden; (15) "Awareness & Wellness: The Four Affirmative Actions for Maximum Health," by Gary Santora; (16) "Mothers Without Custody (MW/OC): Goals of the National Organization," by Angela M. Meese, Sharon May, and Roberta Weigus; and (17) "Preventing Child Abuse Charges in Divorce Custody," by Dr. Edwin Carlson. (ME)

ED 356 039 PS 021 174

Wollons, Roberta, Ed.

Children at Risk in America: History, Concepts, and Public Policy.

Report No.—ISBN-0-7914-1198-2

Pub Date—Jan 93

Note—310p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-1198-2, \$17.95; cloth-bound: ISBN-0-7914-1197-4).

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—At Risk Persons, *Children, *Children's Rights, Child Support, *Child Welfare, Day Care, Dropout Prevention, Early Parenthood, Elementary Secondary Education, High Risk Students, Juvenile Courts, Mexican Americans, Poverty, *Public Policy, Special Education, Urban Schools

Identifiers—Child Guidance Movement

This book addresses historical and contemporary issues regarding children who are considered to be at risk. The essays collected in the volume explore the language of risk as it is used by courts, schools, government agencies, and child advocates. Titles and authors of the essays are: "Child Saving in Modern America 1870s-1990s," by Hamilton Cravens; "Status Offenders, Criminal Offenders, and Children 'At Risk' in Early Twentieth-Century Juvenile Court," by Steven Schlossman and Susan Turner; "Structuring Risks: The Making of Urban School Order," by Joseph L. Tropea; "Making Controversy: Who's 'At Risk'?" by Michelle Fine; "Children's Legal Rights? A Historical Look at a Legal Paradox," by Michael Grossberg; "Inventing the Problem Child: 'At-Risk' Children in the Child Guidance Movement of the 1920s and 1930s," by Margo Horn; "Children at Risk: Students in Special Education," by Alan Gartner and Dorothy Kerzner Lipsky; "Language and Ethnicity as Factors in School Failure: The Case of Mexican-Americans," by Patricia Gandara; "Adolescent Pregnancy and Child Support," by P. Lindsay Chase-Lansdale and Maris A. Vinovskis; "Reversing the Poverty Cycle with Job-Based Education," by Robert I. Lerman; "Public Policy and Child Care: The Question of Quality," by Judith D. Auerbach; "Public Policy and Child Protection," by James Garbarino and Kathleen Kostelny. References or notes accompany each chapter. (SM)

ED 356 040 PS 021 178

Ferguson, F. Michael

Parents and Teachers as Collaborators in Building

Positive Self Concepts in Young Children.

Pub Date—92

Note—113p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—After School Programs, Black Culture, Black Youth, Child Development, Counseling, Early Childhood Education, *Inservice Teacher Education, Interpersonal Competence, Multicultural Education, *Parent Education, *Parent Teacher Cooperation, Self Concept, Self Efficacy, *Self Esteem, Social Development

Identifiers—African Americans

This practicum was designed to help children in an early childhood community center understand themselves and others as being unique, and having worth and dignity. It was intended that parents and teachers would develop a partnership and work in a collaborative manner on behalf of the children. Surveys of participating parents and teachers indicated that the lack of cooperation between parents and children resulted from parents' lack of training in effective parenting skills and teachers' lack of the skills they needed to work effectively with young

children. To remedy this situation, a consultant implemented and evaluated 24 in-service training sessions and 8 counseling sessions with 29 parents and 10 teachers in child development, effective parenting skills, early childhood education, and multicultural education. The sessions provided parents with effective strategies for recognizing developmentally appropriate behaviors in their children, provided teachers with training in multicultural education, and built collaboration between teachers and parents. It is concluded that all goals of the practicum were met. Appendices provide related materials, including an African and African American diagnostic inventory; a family contact rating scale; a children's self-concept scale; parent and teacher survey questionnaires; and a classroom inventory checklist. Contains 42 references. (SM)

ED 356 041 PS 021 188

White, Kimberly A.

A Comparison of Interactions between Degreed and Non-Degreed Early Childhood Educators and their Four-Year-Old Children.

Pub Date—15 Oct 92

Note—28p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 15, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Environment, Comparative Analysis, Day Care Centers, *Degrees (Academic), Preschool Children, Preschool Education, *Preschool Teachers, Proprietary Schools, Public Schools, Self Concept, *Teacher Behavior, Teacher Education, *Teacher Expectations of Students, *Teacher Qualifications, *Teacher Student Relationship

Identifiers—Knowledge Bases, *Teacher Knowledge

This report describes the results of two studies of teacher expectations for 4-year-old children in private and public preschool programs. One study took place at a private day care center with 3 teachers who had no degrees in education and 48 children. The second study was conducted at 2 public elementary schools and involved 2 teachers with degrees, one in elementary education (EE) and the other in early childhood education (ECE), and 32 children. Data was collected by observation and interviews with teachers and children over a 6-month period. Results indicated that: (1) the teacher with an EE degree and the nondegreed teachers interacted with their children in similar ways; (2) the teacher with an ECE degree interacted with her children in a positive manner and provided a developmentally appropriate learning environment; and (3) instances of differential treatment of children and evidence of negative self-fulfilling prophecies were observed in the classrooms of the nondegreed teachers and the teacher with an EE degree. A case study illustrating a negative self-fulfilling prophecy is provided. It is concluded that the studies' results argue for the necessity of early childhood education training for adults working with young children. (PM)

ED 356 042 PS 021 198

Pascal, C. Bertram, A. D.

The Education of Young Children and Their Teachers in Europe.

Pub Date—Jul 92

Note—14p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Educational Environment, Educational Trends, Foreign Countries, Preschool Children, *Preschool Education, *Student Experience, *Teacher Characteristics, *Teacher Education, Teacher Education Curriculum, Young Children

Identifiers—Educational Issues, England, *Europe, Spain, Sweden

This report compares the educational experiences of young children and their teachers in England, Sweden, and Spain. Data on which the report is based was derived from two studies of educational quality and teacher training throughout Europe. For each of the three countries reported, a description is presented of early childhood curriculum, learning environments, teacher characteristics, and teacher education. The report also discusses key Europe-wide trends and issues in early childhood education in Europe, reporting a rapid Europe-wide expansion of educational provision for children beginning at birth, a Europe-wide reconsideration of

curriculum and teaching methodology to ensure that it is developmentally appropriate, and a Europe wide movement both to expand opportunities for professional training of preprimary teachers, and to decentralize the curriculum of schools and training institutions. (MM)

ED 356 043 PS 021 203

Seppanen, Patricia S. And Others
National Study of Before- and After-School Programs. Final Report.

Mathematica Policy Research, Princeton, N.J.; RMC Research Corp., Portsmouth, NH.; Wellesley Coll., Mass.

Spons Agency—Office of Policy and Planning (ED), Washington, DC.

Pub Date—93

Contract—LC89051001

Note—376p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Adolescents, *After School Programs, Ancillary School Services, *Day Care Centers, Elementary Education, Elementary School Students, Enrollment, *Low Income Groups, National Surveys, Program Evaluation, *Public Schools, *School Age Day Care, Statistical Surveys

Identifiers—*Before School Programs, Program Characteristics

This study presents a nationwide picture of the prevalence, structure, and features of formal school- and center-based programs that provide before- and after-school care for children between the ages of 5 and 15. Data for the study were gathered in 1991 through telephone interviews of some 1,300 child care programs and site visits to 12 programs. Chapter 1 of the report provides introductory information and chapter 2 profiles program enrollments. Chapter 3 describes the organizational characteristics of the providers. Findings related to programmatic features and the demand for additional services are considered in chapter 4. Chapter 5 discusses characteristics of programs that serve high proportions of children from lower-income families, and chapter 6 examines the characteristics of programs located in public schools. Findings and issues related to program quality and user satisfaction are summarized in chapter 7. In chapter 8, the report's conclusions and their implications for policy and practice are presented. Three appendixes provide: (1) descriptions of the characteristics and operations of the 12 programs visited; (2) the study's design and methodology; and (3) the instrument used in the telephone survey. A separately published 17-page executive summary has been appended. (MDM)

ED 356 044 PS 021 205

St. Pierre, Robert And Others

National Evaluation of the Even Start Family Literacy Program: Status of Even Start Projects during the 1989-90 Program Year. First Year Report.

Ast Associates, Inc., Cambridge, Mass.; RMC Research Corp., Portland, OR.

Spons Agency—Office of Policy and Planning (ED), Washington, DC.

Pub Date—28 Oct 91

Contract—LC90062001

Note—420p.; Separately published "Executive Summary" (15p.) and Appendixes A-J have been combined with first year report.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Adult Basic Education, Agency Cooperation, Demography, *Early Childhood Education, *Literacy Education, *Parent Education, Program Evaluation, Program Implementation, Recruitment, *Research Design, Screening Tests

Identifiers—*Even Start, *Family Literacy, National Evaluation Systems, Program Characteristics, Support Services

This report presents the findings of the annual evaluation of the Even Start Family Literacy program conducted during the 1989-1990 program year. Chapter 1 of the report describes the nature and purpose of Even Start, a 4-year national effort intended to improve the educational opportunities of children and adults by integrating early childhood education and adult education into a unified program. Chapter 2 lists the questions addressed by the evaluation and explains the evaluation's four components: (1) collection of data from Even Start projects and participants; (2) an in-depth study of 10

Even Start projects; (3) local evaluation activities; and (4) evidence of program effectiveness supplied by Even Start projects. The quality of collected data is considered in chapter 3. Chapters 4, 5, and 6 report findings that relate to demographic characteristics of Even Start participants, project characteristics, and services received by participants. Demographic characteristics include household composition; age, gender, and ethnicity; English language proficiency; and special needs. Project characteristics include location; recruitment of participants; delivery of core services, adult and child services, and support services; special activities; cooperative arrangements with agencies; special problems in implementation; and technical assistance needs. Services received include core services and support services. Chapter 7 draws conclusions about Even Start during the 1989-1990 program year. (Contains 31 references.) (BC)

ED 356 045 PS 021 210

Snyder, Janie H. West, Russell F.

The Effects of Retention in Elementary School on Subsequent Academic Performance.

Pub Date—Nov 92

Note—31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Elementary Education, *Elementary School Students, Grade 3, Grade 5, *Grade Repetition, Test Results

Identifiers—*Stanford Achievement Tests, *Tennessee (Northeast)

This study examined the impact of grade repetition or retention on the subsequent academic performance of students in rural and urban areas in northeast Tennessee. A total of 40 students who were retained in grades 3 or 5 during the 1985-1986 school year, and 70 students who were not retained, completed the Stanford Achievement Test yearly between 1986 and 1989. Results indicated that: (1) students who were retained showed an increase in their achievement scores the second year they were in their retained grade; (2) the increase in achievement scores diminished the following year; and (3) in the third year after retention, there was no difference between the achievement scores of students who were retained and students who were promoted. Results also indicated no differences in the effects of retention for students in urban and rural schools. Nine data tables are included. (Contains 18 references.) (PM)

ED 356 046 PS 021 212

Anderson, Robbie J. West, Russell F.

Adapting to Retention: A Qualitative Study Revealing the Retention Philosophy of Nonpromoted Students and Their Parents.

Pub Date—Nov 92

Note—25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Elementary Education, *Elementary School Students, *Grade Repetition, *Parent Attitudes, *Parents, *Student Attitudes, Student Promotion

This study examined the reactions and feelings of students and their parents in regard to the nonpromotion experience. Families from four different school districts with children who had been retained at least once in grades one through eight were selected for the study. A total of 52 individuals from 22 families participated in 46 separate, qualitative interviews. It was found that the retention philosophy of the individuals participating in the study was built around two main issues: (1) if and when a retention should occur; and (2) whether or not retention "helps" or "hurts" a child. All of the respondents expressed a belief in the necessity of grade level retention, although this belief did not necessarily translate into an endorsement of the retention decision affecting their own family. Most parents, however, did report a belief that nonpromotion had aided the progress of their own child in school. The retained students generally echoed the same belief. (Contains 26 references.) (MDM)

ED 356 047 PS 021 227

Grassroots 20 Years On. Annual Report 1992.

Grassroots Educare Trust, Gatesville (South Africa).

Pub Date—92

Note—73p.; Photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annual Reports, *Community Programs, *Day Care Centers, Foreign Countries, Home Instruction, Poverty Programs, *Preschool Education, Private Financial Support, Program Descriptions, *Regional Programs, Rural Areas, Urban Areas

Identifiers—*Grassroots Educare Trust (South Africa), *South Africa (Cape Province)

This annual report discusses the work of the Grassroots Educare Trust to provide economic and technical assistance to 177 preschool communities throughout Western Cape Province in South Africa, with a heavy emphasis on those in poor, black-populated areas. After messages from the chairman of the board of trustees and the director, the report is divided into eight main sections. Section 1 examines the provision of educare (preschools) in rural areas, outlining the administration, infrastructure, education, health care, and nutrition standards in various urban preschools. Section 2 provides similar information on educare in rural areas. Section 3 discusses home-based educare programs under way and in the planning stages. Section 4 reviews training programs conducted in 1991 and 1992 in the areas of primary health, first aid, organization, and finances. Section 5 highlights some of the resources that the trust has at its disposal, including its resource center, Adventure Bus program, publications and displays, and preschool shop. Section 6 discusses the current status of educare throughout South Africa, while section 7 examines the differences in the state's subsidies for the education and care of white, colored, and black children under apartheid. Section 8 reports on the internal workings of the Grassroots organization, including administration, personnel, fundraising, and finances. Numerous black and white photographs illustrate the text. (MDM)

ED 356 048 PS 021 228

Cohen, Abby J. Stevenson, Carol S.

Caring for the Future: Meeting California's Child Care Challenges. Final Report.

Child Care Law Center, San Francisco, CA.

Pub Date—92

Note—173p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*At Risk Persons, *Day Care, *Delivery Systems, *Educational Quality, Elementary Secondary Education, *Financial Support, Preschool Education, Program Improvement, State Programs, Statewide Planning

Identifiers—*California, *Child Care Needs

The comprehensive study of California's child care delivery system reported in this document was designed to: (1) identify the unmet child care needs of California families; (2) develop a comprehensive vision of quality child care services; (3) examine the inefficiencies in the current system; (4) and draft specific recommendations for federal, state, and local policy makers. The report contains five chapters. Chapter 1 addresses the significant unmet child care needs of low-income families, children with special needs, rural families, non-English-speaking families, migrant families, teen parents, homeless families, children at risk of abuse and neglect, infants, toddlers, and school-age children. The need to upgrade the quality of child care services provided through improved regulation and funding of child care centers is discussed in chapter 2. Chapter 3 examines the need for well-trained and experienced caregivers, while chapter 4 addresses the components of the present child care delivery system in California and makes suggestions to improve the system. Chapter 5 examines a wide variety of child care funding sources and mechanisms. Four appendixes outline California's state-subsidized child care programs, federal subsidy programs, and the problems of a lack of standardized data on child care availability. (Contains 227 references.) (MDM)

ED 356 049 PS 021 234

Blank, Susan

Jobs as a Two Generation Program.

Pub Date—18 Sep 92

Note—10p.; Paper presented at the National Black

Child Development Institute Conference (21st, Washington, DC, September 18, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Child Health, Childhood Needs, Day Care, Family Life, *Family Programs, *Federal Aid, *Federal Programs, Intervention, *Low Income Groups, *Program Effectiveness, Welfare Recipients, Welfare Services, Young Children

Identifiers—Case Management, *Family Support Act 1988, Integrated Services, *Job Opportunities and Basic Skills Program, Welfare Reform, Welfare to Work Programs

Most discussions of welfare reform ignore two factors: its effect on children; and the fact that a welfare reform law, the Family Support Act of 1988 (FSA), already exists. FSA created state Job Opportunities and Basic Skills (JOBS) welfare-to-work programs, and if the JOBS program is adequately funded, it can improve the lives of welfare families. The Foundation for Child Development has been interested in FSA and its JOBS programs, and in early 1992 published a report, "Pathways to Self-Sufficiency," which advocates two-generation intervention, simultaneously providing welfare-to-work services for parents and supports to help children grow up healthy and ready to learn. An ideal two-generation intervention would have six elements: assessment of child and family needs; high quality child care and early childhood education; services to support parenting; preventive health care; education and training services leading to employment at a living wage; and family case management. In many ways, a JOBS welfare-to-work program can serve as a jumping-off point for helping families obtain this package of services. If child advocates become familiar with their local JOBS programs, they can help them identify and facilitate opportunities to help children and families. (MM)

ED 356 050

PS 021 235

Benson, Katherine A. Bogartz, Richard S. Coordination of Perspective Change in Preschoolers.

Pub Date—90

Note—22p. Expanded version of a paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 1977).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Cognitive Development, Egocentrism, *Perceptual Development, *Preschool Children, Preschool Education, *Spatial Ability, *Toddlers

Identifiers—Mental Tracking, Perspective Taking Task, Spatial Tasks, Visual Tracking

To identify the role of the child's own action in the development of the ability to coordinate perspectives, a spatial localization task was presented to 2 groups of children: 16 children between 18 and 24 months old, and 16 children between 42 and 48 months old. A reward was hidden randomly in one of two identical left-right locations on a turntable as the child watched. Then, either a 180-degree rotation of the turntable by the experimenter or a move by the child to the opposite side of the table reversed the location of the hidden reward with respect to the child. The entire turntable was covered during half of the trials of each type of movement to measure reliance on visual tracking of the correct container. Children received the reward when they correctly identified its hidden location; children's accuracy in locating the reward and a rating of tracking were recorded. Results indicated that some ability to coordinate perspectives mentally is present in children as young as 18 months. Better performance when the child moved as opposed to when the child watched the movement supported the hypothesis that action plays a role in the development of ability. Results also indicated that performance improved with age. (MM)

ED 356 051

PS 021 243

Hood, John. Caveat Emptor: The Head Start Scam. Policy Analysis No. 187.

Cato Inst., Washington, DC.

Pub Date—18 Dec 92

Note—21p.

Available from—Cato Institute, 1000 Massachusetts Avenue, N.W., Washington, DC 20001 (\$4; \$2 each for 5 or more copies).

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*At Risk Persons, Cost Effectiveness, Day Care, *Early Intervention, Environment, Federal Programs, *Government Role, Heredity, Poverty, Preschool Children, Preschool Education, *Program Effectiveness, *Social Services, Young Children

Identifiers—*Project Head Start

This report questions the efficacy and utility of the Head Start program by challenging the widely accepted belief that early intervention can prevent future dependence and delinquency. This belief assumes that: (1) sweeping conclusions can be drawn from the study of a few unique preschool programs; (2) children's futures are fundamentally malleable and a brief outside intervention can make an indelible impact on children's lives despite the continuing influence of hereditary and environmental factors; and (3) successful early intervention is possible and government is an appropriate and effective provider of it. Much of the research that supports the effectiveness of early intervention preschool programs is based on non-Head Start programs or model projects. A few studies of preschool programs (such as the Perry Preschool in Ypsilanti, Michigan) show benefits extending into adolescence, but most Head Start programs do not. Much of the educational benefit of the program is only short-term. A mix of private-sector, nonprofit, church, community group, and extended-family providers is a better way to provide such care for children, poor or not. Policymakers should convert Head Start funds into vouchers to families, thus allowing poor parents to choose among providers. It is concluded that Head Start's popularity is due more to slick salesmanship and superficial thinking about child development than to proven success. Contains 40 references. (MDM)

ED 356 052

PS 021 257

Broadfoot, Patricia. And Others.

Look Back in Anger? Findings from the PACE Project Concerning Primary Teachers' Experiences of SATs.

Bristol Univ. (England). School of Education.

Report No.—PACE-WP-8

Pub Date—91

Note—12p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Anxiety, *Elementary Education, Evaluation Methods, Evaluation Problems, Foreign Countries, *National Competency Tests, *Standardized Tests, *Student Evaluation, *Teacher Attitudes, *Teaching Experience

Identifiers—Primary Assessment Curric Exper (Great Britain), *Standard Assessment Tasks (Great Britain), Teacher Surveys, United Kingdom

A product of the United Kingdom's Primary Assessment, Curriculum and Experience (PACE) project, this report presents interview, observation, and survey findings concerning primary school teachers' attitudes toward and experiences of the Standard Assessment Tasks (SATs). In 1991, students were observed taking SATs at nine schools. Afterwards, students and teachers were interviewed about the experience. In addition, year 2 teachers in 48 schools completed questionnaires, and head teachers gave open-ended comments on their experiences. Teachers reported anxiety in several areas related to the test, including extra workloads, relationships with colleagues and parents, and disruption of normal teaching practices. Teachers also expressed concern about the reliability of SAT assessments. The report concludes by noting teachers' general willingness to accept SATs despite their negative experiences and criticisms. (MM)

ED 356 053

PS 021 258

Social Approaches to Infant Feeding in Urban African Settings.

International Children's Centre, Paris (France).

Pub Date—92

Note—68p.

Available from—International Children's Center, Chateau de Longchamp, Bois de boulogne, 75016 Paris, France.

Journal Cit—Children in the Tropics; n201 1992

Pub Type—Reports — Research (143) — Collected Works — Serials (022)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—African Culture, Case Studies, *Child Health, Demography, Early Intervention, *Eating Habits, Family Environment, *Food, Foreign

Countries, Infants, Mothers, *Nutrition, Nutrition Instruction, Parent Child Relationship, Research Methodology, Social Environment, Urban Areas, *Urban Environment

Identifiers—Africa (West), Food Preparation, *Infant Feeding, *Niger

This case study examines solutions to infant malnutrition in Africa from an interdisciplinary perspective, identifying factors that directly or indirectly influence practices involved in feeding infants from birth to age 3 in Maradi, Niger. The study begins by providing a conceptual framework and description of the approach used in the analysis, emphasizing the need for analysis at the city, household, and individual child levels. The study then provides a detailed analysis of the city environment, focusing on demography, health, social life and organization, and economics. Various situations in the urban population, including geographic disparities and family standards of living, are discussed. The study examines food and diet-related behavior, specifically describing food preparation, sources of food, and social activities related to food. Detailed analysis of mother and child relationships includes descriptions of infants' daily food intakes and mothers' behavior toward their infants. The study concludes by summarizing constraints and strategies mentioned throughout the study, and suggests general guidelines for a comprehensive approach to addressing the problem of infant malnutrition in urban Africa. (MM)

ED 356 054

PS 021 259

Popkin, Michael H.

Active Parenting Today: For Parents of 2 to 12

Year Olds. Leader's Guide.

Report No.—ISBN-1-880283-04-2

Pub Date—93

Note—169p. For Parent's Guide, see PS 021 260.

Available from—Active Parenting Publishers, 810

Franklin Court, Suite B, Marietta, GA 30067

(Catalog No. 1302, \$24.95, add \$2 shipping and

handling; \$345 for complete set-two videotapes,

totaling 159 minutes, a leader's guide, a parent's

guide, a drug prevention book, a goal card, a

course promotion guide, and a starter kit of course

promotion material; Georgia residents add 5% sales tax).

Pub Type—Books (010) — Guides — Non-Class-

room (055)

EDRS Price — MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—*Alcohol Education, Cooperation,

*Drug Education, Early Childhood Education,

Elementary Education, Elementary School Stu-

dents, *Parent Child Relationship, *Parent Edu-

cation, Parenting Skills, Parent Workshops,

Preschool Children, *Prevention, Self Esteem

Identifiers—*Course, Video Viewing

This book is designed for leaders of parent discussion groups utilizing the Active Parenting Today video-based parent education program. The program is designed to help parents instill self-esteem, courage, responsibility, and cooperation in their children so that they will be less likely to use tobacco, alcohol, and other drugs (TAOD); to raise parental awareness of the threat of TAOD; and to inform parents of the roles they can play in the prevention process. An introduction explains the Active Parenting Today program and offers advice on group dynamics and leadership skills. The rest of the book is divided into six sections, each of which outlines the plan for a 2-hour parent meeting and is integrated with a 26-minute video to be shown at each meeting. The six sections are entitled: (1) The Active Parent; (2) Instilling Courage and Self-Esteem; (3) Understanding Your Child; (4) Developing Responsibility; (5) Winning Cooperation; and (6) Active Parenting in a Democratic Society. Each section contains specific instructions for the group leader, activities that can be undertaken by the group, discussion topics, and home activities to be used by parents with their own children. An appendix suggests 10 roles that parents can play in the prevention of drug abuse. (MDM)

ED 356 055

PS 021 260

Popkin, Michael H.

Active Parenting Today: For Parents of 2 to 12

Year Olds. Parent's Guide.

Report No.—ISBN-1-880283-03-4

Pub Date—93

Note—168p. For Leader's Guide, see PS 021 259.

Available from—Active Parenting Publishers, 810

Franklin Court, Suite B, Marietta, GA 30067

(Catalog No. 1303, \$12.95; \$11.95 each for 10 or

more copies, add \$1.04 shipping and handling, plus \$3 service charge on orders less than \$15; \$345 for complete set-two videotapes, totalling 159 minutes, a leader's guide, a parent's guide, a drug prevention book, a goal card, a course promotion guide, and a starter kit of course promotion material; Georgia residents add 5% sales tax.
Pub Type—Books (010)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Alcohol Education, Cooperation, *Drug Education, Early Childhood Education, Elementary Education, Elementary School Students, *Parent Child Relationship, *Parent Education, Parenting Skills, Parent Workshops, Preschool Children, *Prevention, Self Esteem

Identifiers—Courage, Video Viewing
This book is designed for parents participating in discussion groups utilizing the Active Parenting Today video-based parent education program. The book is divided into six chapters, each of which is integrated with a 26-minute video to be shown at a parent meeting. Chapter 1, the Active Parent, discusses the purpose and roles of parents, while chapter 2, Instilling Courage and Self-Esteem, shows how parents can instill these character traits in their children. Chapter 3, Understanding Your Child, explains how children develop and how parents should set goals for their children. Ways parents can handle and prevent behavior problems and effectively discipline their children are explained in chapter 4, Developing Responsibility. Chapter 5, Winning Cooperation, shows how active communication is often the key to parent-child cooperation. Chapter 6, Active Parenting in a Democratic Society, discusses the utility of family meetings, talks, and problem-solving discussions. Each section contains specific examples of situations that parents face, keyed to video segments, as well as discussion topics, family enrichment activities, and home activities to be used by parents with their own children. An appendix suggests 10 roles that parents can play in the prevention of drug abuse. (MDM)

ED 356 056 PS 021 261

EPSPDT: A Guide for Educational Programs.
Health Care Financing Administration (DHHS), Washington, DC.
Report No.—HCFA-02192
Pub Date—Sep 92
Note—52p; For an earlier edition of this guide, see ED 225 331.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, Ancillary School Services, Clinical Diagnosis, *Disabilities, Elementary Secondary Education, *Federal Programs, Handicap Identification, *Health Services, Medical Services, Outreach Programs, *Poverty, Program Development, School Role, *Screening Tests

Identifiers—*Early Periodic Screening Diagnosis Treatment Prog., *Linkage

This guide is intended to help schools develop linkages with the federal Medicaid program, particularly the Early and Periodic, Screening, Diagnostic, and Treatment (EPSDT) program, a comprehensive and preventive health care system for Medicaid-eligible individuals up to age 21. The guide aims to: (1) acquaint schools with State Medicaid agencies and the EPSDT program; (2) discuss how schools can develop or augment EPSDT outreach and health service programs; (3) direct schools to additional sources of information; and (4) illustrate some different types of linkages between schools and the EPSDT program. Chapter 1 introduces the EPSDT program, while chapter 2 describes the program in more detail and outlines the services that the program provides. Chapters 3 and 4 focus on school roles in EPSDT, including outreach case management and service delivery. Chapter 5 reviews examples of successful partnerships between local educational systems and EPSDT programs, and highlights the school's role in conducting outreach activities, screening, and providing a full range of services. Two appendices provide lists of regional and state contact persons and agencies at the federal and state level that help administer the EPSDT program. (MDM)

ED 356 057 PS 021 266

Beals, Diane E. Tabor, Patton O.
Arboretum, Bureaucratic, and Carbohydrates: Preschoolers' Exposure to Rare Vocabulary at Home.

Pub Date—26 Mar 93

Note—11p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Context Effect, Discourse Analysis, Family Environment, *Language Acquisition, Low Income Groups, Mothers, Naturalistic Observation, *Preschool Children, Preschool Education, Reading Aloud to Others, *Vocabulary Development, *Word Frequency

Identifiers—*Conversation, Word Learning
To examine relationships between children's exposure to and use of new or rare words during preschool years and their later performance on vocabulary-related measures, this study explored frequencies of rare word use in different conversational settings. The study also tracked the use of rare words by mothers and children and related those results to vocabulary test scores and the ability to give definitions of a set of common words when the children were 5 years old. Children eligible for Head Start programs were recruited for the study. Eighty-four low-income families were visited at home once each year when the children were 3 and 4 years old. During these visits each mother performed a variety of tasks with her child. These tasks were reading two books to her child (one provided by the researcher and one familiar to the child); eliciting a report from the child of an interesting recent event; and playing with toys provided by the researcher. All events were tape recorded. Each mother was also asked to record a mealtime conversation. Analysis of the transcribed recordings indicated that the largest proportion of rare words were used during the reading of the book familiar to the child and during everyday conversation at mealtimes. However, no correlation was found between the use of rare words in book readings and later vocabulary measures. (MM)

ED 356 058 PS 021 267

Beals, Diane E. De Temple, Jeanne M.
The Where and When of Whys and Whats: Explanatory Talk across Settings.

Pub Date—26 Mar 93

Note—13p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Context Effect, Discourse Analysis, Family Environment, Low Income Groups, Naturalistic Observation, *Parent Child Relationship, *Preschool Children, Preschool Education, *Reading Aloud to Others

Identifiers—*Conversation, Explanations, *Explanatory Speech

This study examined explanatory talk that occurred in families of preschool children during book readings between mother and child, and during mealtimes with the whole family. The study is part of a larger study, the Home School Study of Language and Literacy Development. Three-year-old children eligible for Head Start programs in the greater Boston (Massachusetts) area were recruited for the study. A total of 84 low-income families were visited at home once each year when the children were 3 and 4 years old. Two books, one provided by the researcher and one familiar to the child, were used for tape-recorded book reading sessions. Each mother was also asked to record family conversation during a meal. All recorded conversations were transcribed for analysis. Results indicated that a higher percentage of explanatory utterances occurred during readings of the familiar book than during readings of the experimenter-provided book. The proportion of explanatory talk during book readings was much smaller than the proportion of explanatory talk at mealtimes. When the children were 5 years old they completed a battery of standardized tests and independent language tasks. No measures of explanatory talk during book readings were associated with test outcomes. However, the amount of explanatory talk that occurred during mealtimes when the children were 3 years old was associated with some vocabulary and discourse abilities at age 5. (MM)

ED 356 059 PS 021 273

Honig, Alice Sterling
Infant Mental Health: Implications for Parenting in Limited Resource Families.

Pub Date—2 Apr 93

Note—17p; Paper presented at the Plight of Young Children Conference (College Station, TX, April 2, 1993).

Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attachment Behavior, Child Behavior, Child Development, *Child Rearing, Economically Disadvantaged, Emotional Development, Infants, *Low Income Groups, *Mental Health, *Parent Attitudes, *Parent Child Relationship, *Parenting Skills, Parent Role, Parents, Parents as Teachers, Toddlers

Parents of babies have many tasks to master. Beyond basic physical skills needed to care for children, such as diapering or preparing formula, parents need emotional wisdom to relate to their child. Parents with limited resources should know that as long as they provide the emotional nourishment that babies need, their baby will flourish. The essence of quality caregiving lies in the emotional bond that is forged between parents and their child. Parent bonding involves parents' feelings of tenderness towards the baby and a deep investment in its well-being. Research has shown that early parent bonding facilitates babies' development of secure attachment. Caregivers need several special skills to help babies develop a secure attachment to them. Caregivers should be attentive and tender to babies. In addition, they should try to understand and cope with a baby's difficult behavior. Planning a baby's play and encouraging a baby's language development through conversation and reading aloud are also important. Caregivers should learn a wide variety of teaching techniques to enhance an infant's development. If bonding is to be successful, parents may have to free themselves from old prohibitions and feelings of shame. (MM)

ED 356 060 PS 021 274

Honig, Alice Sterling
Parent Involvement in the Early Years.

Pub Date—1 Apr 93

Note—21p; Paper presented at the Plight of Young Children Conference (College Station, TX, April 2, 1993).

Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Child Rearing, *Discipline, Parent Attitudes, *Parent Child Relationship, *Parenting Skills, *Parent Participation, Parents as Teachers, Young Children

Parents are young children's greatest resource, and quality parenting helps develop children's self-esteem. Every child needs caring parents to be teachers as well as nurturers. Parents can create learning experiences for their children in everyday activities, such as cooking, cleaning, and grocery shopping. In addition to teaching, parents should learn discipline techniques to help raise responsible and cooperative children without instilling fear and anger against parental power. Positive discipline techniques include: (1) making sure children really know the household rules; (2) respecting children as people; (3) offering appropriate incentives; (4) using empathic listening; (5) encouraging excellence, not perfection; (6) helping children consider the consequences of their actions; and (7) challenging children to think of alternatives to fighting. Parent involvement must become a high priority goal in improving children's lives and learning careers. (MM)

ED 356 061 PS 021 275

Honig, Alice Sterling Park, KyungJo
Preschool Aggression and Cognition: Effects of Infant Care.

Pub Date—Mar 93

Note—15p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, Attachment Behavior, *Child Behavior, *Day Care, *Parent Influence, *Peer Relationship, *Preschool Children, Preschool Education, Preschool Teachers, Social Behavior, Teacher Student Relationship

This study investigated the effect of full-time non-parental care during infancy on children's acquisition of developmentally inappropriate patterns of interaction with peers and teachers in preschool classrooms. Subjects, 105 children with a mean age

of 53 months, were divided into 3 groups of children who had: (1) full-time nonparental care beginning prior to 9 months of age; (2) part-time nonparental care prior to 12 months and full-time nonparental care thereafter; and (3) no full-time nonparental care during the first 3 years of life. Preschool head teachers, blind to children's infancy care experiences, rated children on the Preschool Behavior Questionnaire (PBQ) and the Preschool Behavior Rating (PBR) instrument. Preschoolers were videotaped during indoor free play in their child care centers, and their social and emotional behaviors were analyzed. Mothers completed the Waters' Attachment Q-Sort ratings of their children's current attachment and dependency. Results indicated that preschoolers who had been in full-time nonparental care from prior to 9 months were rated on PBR items as more competent, and were observed as being more hostile and aggressive with peers and more noncompliant with teachers, than children who had never had full-time nonparental care. In these middle-class, mostly two-parent families, the effects of fulltime nonparental care, even if begun in the first year of life, show very small effects on child aggression once parental relationships and teacher competency are partialled out. (MM)

ED 356 062 PS 021 276

Belansky, Elaine S. And Others

The Impact of Mothers and Peers on Adolescents' Gender Role Traditionalism and Plans for the Future.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date—Mar 93

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Career Planning, Grade 12, High Schools, High School Students, Longitudinal Studies, Mothers, Nontraditional Occupations, *Parent Influence, *Peer Influence, Questionnaires, Sex Differences, *Sex Role, Traditionalism

This study examined the impact of conversations with mothers and peers on adolescents' beliefs about gender roles, their career plans, and their plans for managing work and family responsibilities. Approximately 1,000 twelfth grade students, evenly divided by gender, were interviewed. Results concerning children's beliefs about gender roles indicated that: (1) girls were more nontraditional than boys; (2) the more adolescents talked with their friends about the future, the more nontraditional gender role beliefs they expressed; (3) the more adolescents talked with their mothers about the future, the fewer nontraditional beliefs they expressed; and (4) girls who talked a lot with their mothers about their futures were more nontraditional than other girls in their gender role beliefs. Concerning beliefs about career, results indicated that boys desired a powerful job more than did girls; and the more time adolescents spent talking about their futures with their mothers or friends, the more likely they were to desire a powerful job. Concerning work and family plans, results indicated that girls were more likely than boys to plan to take time off from work to have children; and adolescents who talked a lot about the future with their mothers or friends were more likely than other adolescents to plan to change their work schedule once they had children. (PM)

ED 356 063 PS 021 277

Abbott-Shim, Martha And Others

Development and Validation of the Assessment Profile: Research Version.

Pub Date—27 Mar 93

Note—8p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-27, 1993).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, *Concurrent Validity, *Content Validity, Curriculum Evaluation, *Evaluation Methods, Item Response Theory, Preschool Children, *Preschool Education, Teacher Student Relationship, Teaching Methods, Test Content

Identifiers—*Assessment Profile Research Version, Developmentally Appropriate Programs, *Learn-

ing Environment

This paper reports on the development and validation of the Assessment Profile: Research Version, an observation checklist containing 87 items that reflect developmentally appropriate practices in early childhood programs. The Assessment Profile provides quantitative measures of classroom environments and teaching practices which facilitate the development of young children. The profile consists of five scales: (1) Learning Environments; (2) Scheduling; (3) Curriculum; (4) Interacting; and (5) Individualizing. The Assessment Profile was formed by selecting those items with the highest discriminating ability from the Assessment Profile for Early Childhood Programs. Content validity was established by expert review and by cross-referencing the content of the Assessment Profile with the accreditation criteria of the National Association for the Education of Young Children. The concurrent validity of the Assessment Profile with the Early Childhood Environment Rating Scale (ECERS) was examined in two studies that used samples of children in 53 and 120 preschool classrooms. Results indicated a correlation between the scales of the Assessment Profile and the scales of the ECERS and the ECERS total score. (MM)

ED 356 064 PS 021 281

Child Day Care Center Licensing Study, 1993.

Children's Foundation, Washington, D.C.

Pub Date—Feb 93

Note—149p.

Available from—Children's Foundation, 725 Fifteenth Street, N.W., Suite 505, Washington, DC 20005-2109 (\$22).

Pub Type—Reference Materials - Directories/Catalogs (132) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Certification, Children, *Day Care Centers, Early Childhood Education, Elementary Education, National Surveys, Qualifications, State Legislation, *State Licensing Boards, *State Standards

Identifiers—*Day Care Regulations

This study contains the results of a nationwide survey concerning day care regulations and licensing procedures throughout the United States. The regulatory offices of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands were surveyed. The listings, which are arranged according to location, provide the address and telephone number of the person and organization providing the information. Also provided are state, district, or commonwealth data covering: (1) the definition and number of regulatory programs; (2) regulations and requirements; (3) prescreening, training, and staff qualifications; (4) complaint procedure; (5) unannounced inspection policy; (6) child documentation and immunization policy; (7) discipline policy; (8) emergency medical consent policy; (9) infant care programs; (10) school age programs; (11) special needs care programs; (12) sick child care programs; (13) subsidized child care programs; (14) transportation policy; (15) the National Life Safety Fire Code; (16) child abuse and neglect; (17) local contact; and (18) pending legislation. (MDM)

ED 356 065 PS 021 285

Standards for Pediatric Immunization Practices.

Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—Feb 93

Note—38p.

Available from—Information Services Office, Mail Stop E-06, National Center for Prevention Services, Centers for Disease Control and Prevention, Atlanta, GA 30333-4018.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Health, Children, *Communicable Diseases, Health Materials, *Immunization Programs, Medical Services

Identifiers—Health Standards, *Vaccination, *Vaccines

This booklet outlines 18 national standards for pediatric immunizations. The standards were developed by a 35-member working group drawn from 24 different public and private sector organizations and from numerous state and local health departments and approved by the U.S. Public Health Service. The first three standards state that: immunization services should be readily available; there should be no barriers or unnecessary prerequisites to the receipt of vaccines; immunization services should be

available free or for a minimal fee. Standards 4-18 also state that providers should: (1) use all clinical encounters to screen and, when indicated, immunize children; (2) educate parents and guardians about immunization in general terms; (3) question parents or guardians about contraindications and before immunization, inform them of the risks and benefits of specific immunizations; (4) follow only true contraindications; (5) administer simultaneously all vaccine doses for which a child is eligible at the time of each visit; (6) use accurate and complete recording procedures; (7) co-schedule immunization appointments in conjunction with appointments for other child health services; (8) report adverse events following immunization promptly; (9) operate a tracking system; (10) adhere to appropriate procedures for vaccine management; (11) conduct semiannual audits to assess immunization coverage levels; (12) maintain up-to-date, easily retrievable medical protocols; (13) operate with patient-oriented and community-based approaches; (14) have vaccines administered by properly trained individuals; and (15) receive ongoing education and training on current immunization recommendations. A guide that lists contraindications and precautions to the administration of several vaccines is appended. (MDM)

ED 356 066 PS 021 287

Gilkerson, Deanna

Helping Children Develop Socially and Emotionally.

South Dakota State Univ., Brookings. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Jul 92

Note—31p.; For other guides in this series, see PS 021 288-289.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Development, Elementary Education, *Emotional Development, *Evaluation Methods, *Family Day Care, Games, Infants, *Learning Activities, Preschool Children, Preschool Education, School Age Day Care, *Social Development, Toddlers, Young Children

Identifiers—Caregiver Child Relationship, *Developmental Play

Designed to help family home care providers address the needs of children at various developmental stages, this manual provides practical suggestions for encouraging and evaluating children's social and emotional development. The manual is divided into four sections focusing respectively on infants, toddlers, preschool children, and school-aged children. Each section contains: (1) a brief summary of the social and emotional developmental tasks appropriate for the child of the age level discussed in the section; (2) suggestions for activities to help caregivers evaluate each child's developmental level; (3) questions to help caregivers evaluate their home's potential as an environment for fostering healthy social and emotional development; (4) a variety of developmentally appropriate activity ideas; and (5) an activity evaluation form. Ordering information is also provided for a free newsletter series, "Family Day Care Connections," and the "In-Home Day-care" video which was designed to accompany this manual. (MM)

ED 356 067 PS 021 288

Gilkerson, Deanna

Helping Children Develop Physically.

South Dakota State Univ., Brookings. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Jul 92

Note—31p.; For other guides in this series, see PS 021 287-289.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Development, Elementary Education, *Evaluation Methods, *Family Day Care, Games, Infants, *Learning Activities, *Physical Activities, *Physical Development, Preschool Children, Preschool Education, School Age Day Care, Toddlers, Young Children

Identifiers—Caregiver Child Relationship, *Developmental Play

Designed to help family home care providers address the needs of children at various developmental stages, this manual contains practical suggestions for encouraging and evaluating children's physical development. The manual is divided into four sec-

tions focusing respectively on infants, toddlers, preschool children, and school-aged children. Each section contains: (1) a brief summary of the physical development appropriate for the age level discussed in the section; (2) suggestions for activities to help caregivers evaluate each child's developmental level; (3) questions to help caregivers evaluate their home's potential as an environment for fostering physical development; (4) a variety of developmentally appropriate activity ideas; and (5) an activity evaluation form. Ordering information is also provided for a free newsletter series, "Family Day Care Connections," and the "In-Home Daycare" video which was designed to accompany this manual. (MM)

ED 356 068 PS 021 289

Gilkinson, Donna
Helping Children Develop Cognitive Skills.
South Dakota State Univ., Brookings. Cooperative Extension Service.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Jul 92
Note—30p. For other guides in this series, see PS 021 287-288.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, *Cognitive Ability, *Cognitive Development, Elementary Education, *Evaluation Methods, *Family Day Care, Games, Infants, *Learning Activities, Preschool Children, Preschool Education, School Age Day Care, Toddlers, Young Children

Identifiers—Caregiver Child Relationship, *Developmental Play

Designed to help family home care providers understand children's cognitive developmental stages, this manual provides practical suggestions for developing and evaluating children's cognitive skills. The manual is divided into four sections focusing respectively on infants, toddlers, preschool children, and school-aged children. Each section contains: (1) a brief summary of the cognitive development appropriate for the age level discussed in the section; (2) suggestions for activities to help caregivers evaluate each child's developmental level; (3) questions to help caregivers evaluate their home's potential as an environment for fostering cognitive development; (4) a variety of developmentally appropriate activity ideas; and (5) an activity evaluation form. Ordering information is also provided for a free newsletter series, "Family Day Care Connections," and the "In-Home Daycare" video which was designed to accompany this manual. (MM)

ED 356 069 PS 021 291

Child Nutrition Amendments of 1992. Report To Accompany S. 2759, Including Cost Estimate of the Congressional Budget Office. House of Representatives, 102nd Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—House-R-102-645
Pub Date—1 Jul 92

Note—16p.
Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *At Risk Persons, Breastfeeding, *Child Health, Children, Day Care Centers, *Federal Legislation, Federal Programs, Homeless People, Mothers, *Nutrition, School Districts

Identifiers—Child and Adult Care Food Program, Congress 102nd, *National School Lunch Act 1970, *Women Infants Children Supplemental Food Program

This report outlines amendments to the National School Lunch Act (NSLA) to improve the nutritional well-being of children under the age of 6 living in homeless shelters, and for other purposes. These amendments: (1) modify the homeless children feeding project authorized by the NSLA so that greater program flexibility is provided and more grantees are allowed to participate in the program; (2) authorize the Secretary of Agriculture to solicit and accept private gifts to establish a program to promote breastfeeding; (3) make a clarifying change regarding for-profit child care center eligibility in the Child and Adult Care Food Program and reauthorize a demonstration program that determines a for-profit center's eligibility in the program; (4) modify the definition of "nutritional risk" in the Special Supplemental Food Program for Women, Infants, and Children (WIC); and (5) reau-

thorize a demonstration program under the NSLA which enabled 60 school districts to receive cash payments or letters of credit in lieu of entitlement commodities. The report describes committee action on the proposed amendments, provides background information on the legislation, and reprints the text of the amendments. (MDM)

ED 356 070 PS 021 293

Carson, David K. Bittner, Mark T.
Creative Thinking and Temperament as Predictors of School-Aged Children's Coping Abilities and Responses to Stress.

Pub Date—Mar 93

Note—15p. Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Classroom Environment, *Coping, *Creative Thinking, Elementary Education, *Elementary School Students, Naturalistic Observation, Personality, *Predictor Variables, Stress Management, *Stress Variables, Student Behavior

This study examined the power of school-aged children's creative thinking and temperament to predict children's coping abilities as observed in the school setting. The study also examined children's typical responses to major and minor stressful life events. A total of 60 children between 9 and 12 years of age completed the verbal and figural portions of the Torrance Tests of Creative Thinking (Form A) and the Stress Impact Scale. An observational rating scale of coping behavior was also completed for each child by trained observers after extensive observations of children in the school environment over a period of several months. The Stress Response Scale and Middle Childhood Temperament Questionnaire were completed by mothers of the children. Results showed that age and four Torrance figural indicators of creative thinking (fluency, originality, elaboration, and resistance to premature closure) were associated with children's coping abilities. Resistance to premature closure was most strongly predictive of coping abilities. While the findings indicated a general lack of relationship between creative thinking and various characteristics of temperament, children's activity level was strongly associated with their level of creative thinking and use of effective coping skills. Dimensions of temperament most predictive of less difficult responses to stress and a lower perceived stress impact were rhythmicity (predictability) of behavior, positive mood, and adaptability to change. (Author/MM)

ED 356 071 PS 021 295

Coakley, Barbara Fairfax
Improving the Academic Achievement of Third and Fourth Grade Underachievers as a Result of Improved Self-Esteem.

Pub Date—93

Note—73p. Ed.D. Practicum, Nova University.
Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *Achievement Gains, *Educational Improvement, Elementary Education, *Elementary School Students, Grade 3, Grade 4, Mathematics Achievement, Questionnaires, Reading Achievement, *Self Esteem, Study Skills, *Underachievement

This study was designed to improve the academic achievement of 35 third- and fourth-grade underachievers through improved self-esteem. Specific goals included focusing on self-concept and learning skills reinforcement, with the ultimate goal of increasing academic performance and motivation. Large group sessions with students focused on self-esteem enhancement strategies, study skills, and time-management techniques. Small group tutorial sessions focused on the reinforcement of math and reading concepts, while individual interaction centered on the development of mentor relationships with the school staff. Results of the practicum show that despite having experienced a traumatic event in the form of Hurricane Andrew, students readjusted and worked to the best of their ability. All of the objectives of the practicum were achieved: students exhibited significant improvement in self-esteem, reading levels, math levels, and overall grade point average; and teachers rated students'

academic performance and self-esteem as having improved. Six appendices provide examples of a student attitudinal survey, a teacher response questionnaire, a survey of reading levels, a survey of math levels, a report card grade point average form, and an underachievement checklist. Contains 49 references. (MDM)

ED 356 072 PS 021 296

Illinois Goals: World-Class Education for the 21st Century.

Illinois State Board of Education, Springfield.

Pub Date—92

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Improvement, *Educational Objectives, Elementary School Students, Elementary Secondary Education, *Excellence in Education, *Public Schools, School Community Relationship, Secondary School Students, State Government, *State Programs

Identifiers—*America 2000, *Illinois, National Education Goals 1990

This booklet outlines Illinois' eight goals for its public school system for the 21st century. The first two goals reflect a vision for Illinois education. In general, these goals provide an outline of expectations and aspirations for students. The other six goals reflect the nature of support necessary for that responsibility to be successfully met. This new system will develop in all students the knowledge, understanding, skills, and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. The eight goals for Illinois students are: (1) exhibit mastery of the learner outcomes defined in the State Goals for Learning; (2) be literate, lifelong learners; (3) be served by an education delivery system which focuses on student outcomes, promotes maximum flexibility for shared decision making at the local level, and has an accountability process; (4) have access to schools and classrooms with highly qualified and effective professionals; (5) attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships; (7) attend a school that is supported by an adequate, equitable, stable and predictable system of finance; and (8) receive the support services necessary to enter the public school system ready to learn. The booklet also compares Illinois' goals to the national goals of the America 2000 initiative. An appendix provides the Illinois State Goals for Learning in the language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health. (MDM)

ED 356 073 PS 021 303

Matterpasqua, Frank And Others
Teaching Children about Parenting.

Pub Date—16 Aug 92

Note—14p. Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 16, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, *Elementary School Curriculum, *Elementary School Students, Grade 5, Grade 6, Intermediate Grades, *Parenthood Education, *Parenting Skills, Problem Solving

This study was designed to determine whether children's knowledge and ability to solve problems about parenting and caregiving could be promoted by means of a school-based curriculum. The study took place over 2 years and involved 138 fifth graders the first year and 217 fifth and sixth graders the second. Subjects were divided into treatment and control groups. Results indicated that youngsters who attended the parenting and caregiving classes were significantly more knowledgeable about early childhood development than were other children. They also produced significantly more solutions to common parent-child problems. These findings suggest that school-based parenting and caregiving classes may serve as effective means to promote parental competence and prevent maltreatment of children. (MDM)

ED 356 074 PS 021 304

Winsler, Adam
The Social Interactions and Task Activities of Young Children in Mixed-age and Same-age Classrooms: An Observational Study.

Pub Date—Mar 93

Note—12p.: Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Age Grade Placement, Cross Age Teaching, *Interpersonal Competence, *Kindergarten, *Kindergarten Children, *Peer Relationship, Primary Education, *Social Behavior

Identifiers—*Mixed Age Groups

This study compared the task activities and social interactions of 10 five-year-old kindergarten children in a mixed-age (MA) classroom of children age 4 through 6 to those of ten 5-year-old kindergartners in an organizationally equivalent same-age (SA) classroom. Compared to children in the SA class, kindergartners in the MA class remained engaged in their classroom activities for longer periods of time and exhibited more prosocial behavior. This study offers some empirical support for MA classes in early childhood education and suggests contexts in which cross-age interaction is most likely to be beneficial. (MDM)

ED 356 075

PS 021 310

Carson, James L. Parke, Ross D.

Sociometric Status Differences in Affect Sequences in Preschool Children's Play with Parents.

Pub Date—Mar 93

Note—14p.: Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Individual Differences, Interpersonal Competence, *Parent Child Relationship, Parent Influence, Parents, Peer Relationship, Play, *Popularity, *Preschool Children, Preschool Education, Rejection (Psychology), Sex Differences

Identifiers—Negative Affect, *Sociometric Status

This study examined the interchange of emotional cues during interactions between parents and their popular or rejected children. Participants were 28 4- and 5-year-old preschool children and their parents. Children were selected as popular or unpopular using a sociometric nomination procedure conducted in their preschool or day care classroom. Children were equally divided by gender and popularity. Parents and children were videotaped in two sessions. For each session, parent and child were seated facing one another and were told that they could play any game that involved the use of their hands as long as they stayed in their seats. Each session lasted approximately 8 minutes. Videotapes were coded by undergraduate research assistants who were blind to the children's sociometric status. A mutually exclusive and exhaustive coding catalog using facial, verbal, and postural cues was devised to code the videotapes second by second for the full 8 minutes. Analysis revealed that parents of rejected children displayed more anger and used more neutral cues than parents of popular children, while parents of popular children used more affect-laden guidance and apologized more than parents of rejected children. Sequential analysis of negative affect sequences revealed differences for popular and rejected children playing with same-sex parents. Significant differences were found between patterns in children's play with mothers and fathers. (MM)

ED 356 076

PS 021 312

Duncan, Greg J. And Others

Economic Deprivation and Early-Childhood Development.

Pub Date—25 Jan 93

Note—78p.: Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, Birth Weight, *Child Development, Child Health, *Cognitive Development, *Disadvantaged Environment, Disadvantaged Youth, Economically Disadvantaged, *Environmental Influences, Family Characteristics, Longitudinal Studies, *Poverty, *Preschool Children, Preschool Education, Social Behavior

Identifiers—Childhood Experiences, *Infant

Health and Development Program

This study used longitudinal data from the Infant Health and Development Program (IHDP) to examine three issues regarding effects of economic deprivation on child development: (1) the effects on children's developmental outcomes of poverty and such poverty correlates as single parenthood, ethnicity, and maternal education; (2) the developmental consequences of the duration and timing of family economic deprivation; and (3) the comparative influence of economic deprivation at the family and neighborhood level. The IHDP was an eight-site clinical trial that tested the efficacy of educational and family-support services and high quality pediatric follow-up in the first 3 years of life in reducing the incidence of developmental delay in low-birthweight, preterm infants. Analysis of data showed that family income and poverty status were powerful correlates of children's cognitive development and behavior. Although the duration of poverty was a significant factor, its timing in early childhood was not. Five-year-olds' IQs were higher in neighborhoods with greater concentrations of affluent neighbors, while the prevalence of low-income neighbors appeared to increase the incidence of externalizing behavior problems. (Contains 104 references.) (MM)

ED 356 077

PS 021 314

Capaldi, Deborah M. Dishion, Tom J.

The Relation of Conduct Problems and Depressive Symptoms to Growth in Substance Use in Adolescent Boys.

Oregon Social Learning Center, Eugene.

Pub Date—Mar 93

Note—11p.: Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, *Depression (Psychology), *Drinking, *Drug Use, Elementary School Students, Grade 6, High Risk Students, Intermediate Grades, Longitudinal Studies, *Males, Marijuana, Predictor Variables, Secondary Education, Secondary School Students, *Tobacco

Identifiers—Self Report Measures

This study examined the relation of conduct problems and depressed mood to tobacco, alcohol, marijuana, and other drug use in 6th through 11th grades. A total of 200 at-risk 6th-grade boys completed an extensive assessment that involved interviews, home observations, questionnaires, test data, telephone interviews, court records, and school questionnaires and records. The boys' levels of depression and substance use were self-reported. Based on the assessments, subjects were categorized into four groups: (1) conduct problems only; (2) depressed mood only; (3) both depression and conduct problems; and (4) neither problem. Levels of substance abuse were noted each year. Results showed that boys with conduct problems in sixth grade showed elevated substance use at adolescence, particularly for tobacco, marijuana, and other drugs. Boys who were only depressed did not show increased risk for substance use through adolescence. Conduct problems in 6th grade were predictive of substance use through 11th grade. Of the various forms of substance use, alcohol use was least associated with conduct problems. One table and eight figures are attached. (MM)

ED 356 078

PS 021 316

Demick, Jack Koerber, Heather J.

Relations among Cognitive Styles and Reading Readiness in Preschoolers.

Pub Date—Mar 93

Note—5p.: Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Cognitive Style, Early Childhood Education, Elementary School Students, Field Dependence Independence, Parent Attitudes, Preschool Children, *Reading Readiness, *Sex Differences, *Young Children

Identifiers—Metropolitan Readiness Tests, Selective Attention

This study assessed the relationship between cognitive style and reading readiness, and examined effects of age and gender on measures of cognitive

style and reading readiness. Subjects were 33 males and 27 females between 4 and 7 years of age. All subjects scored within the average range of intellectual functioning and were not color blind. Subjects took the following tests: (1) the Metropolitan Reading Test (MRT), Level 1; (2) Cards B and C of the Stroop Color-Word Test, a measure requiring selective attention; (3) the Fruit Distraction Test, a second measure of selective attention; and (4) the Children's Embedded Figures Test, a measure of field dependence-independence. In addition, mothers provided demographic information and completed Strom's Parent as Teacher Inventory. Results indicated that, among variables studied, the degree of field dependence-independence was the best predictor of children's reading readiness. Results also indicated that 6- and 7-year-old children scored significantly higher on the MRT than did 4- and 5-year-old children. No evidence for gender differences was found on any measure. On the Parent as Teacher Survey, only the mother's perception of her own creativity significantly correlated with the child's MRT scores. (Contains 11 references.) (MM)

ED 356 079

PS 021 320

Wagoner, Bill R.

Parents and Educators Working as Partners in 1992.

Nevada Univ., Las Vegas. Parent Family Wellness Center.

Pub Date—92

Note—5p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, Community Involvement, *Community Programs, *Educational Responsibility, Elementary Secondary Education, Models, Parent Education, *Parent Influence, *Parent Participation, *Parent Responsibility, Parent Role, Parents as Teachers, *Parent School Relationship, Parent Student Relationship

In the fall of 1989, President Bush and 50 state governors gathered to discuss why the American education system was failing. A major conclusion of the summit was that parents have a tremendous influence on their children's education. For change to occur in educational outcomes, parents must realize that the primary responsibility for their children's education lies with the family. In addition, American society must accept two facts about parenting: parents are responsible for child rearing, and professionals are responsible for educating parents. Community parent involvement programs are needed to support parent participation in education. A model program would train parents to conduct parent training classes in every school. Parent education programs should teach basic parenting skills to expectant parents and parents of elementary and secondary school students. Every high school should develop a family lifestyle class for students. Churches should also offer training in parenting skills, and state legislators should become involved by establishing appropriations enabling local school districts to operate parent training programs. Parent involvement programs will become a reality only when communities are ready to make a commitment to working with parents. (MM)

ED 356 080

PS 021 325

Baker, David W.

Toward a Sensible Education: Inquiring into the Role of the Visual Arts in Early Childhood Education.

Pub Date—Sep 92

Note—22p.: Paper presented at the Conference on Making Meaning through Art (Urbana, IL, September 17-19, 1992).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Ability, *Childrens Art, Day Care Centers, *Early Childhood Education, Elementary School Students, Field Studies, *Freehand Drawing, Nursery Schools, Parent Attitudes, Preschool Children, *Teacher Attitudes, *Visual Arts

This paper reports the findings of an inquiry into the role of visual arts in early childhood education. The inquiry consisted of three parts: (1) a review of documented practices of art and literature about art in early childhood education; (2) a field study that investigated the place of art activities in 10 preschool and nursery school settings in the Milwaukee, Wisconsin area; and (3) a study that consisted of interviews with caregivers and teachers of 605

young children. Results of the studies indicated that day care centers and nursery schools gave strong support to art experiences, parents of children in the centers studied showed interest in children's art activities, and there was a relationship between children's attendance in day care centers or nursery schools and their academic performance and drawing ability after they entered public schools. It is concluded that there is a critical need to broaden the base of practice in visual arts education, that the role of the visual arts specialist in the primary grades must change, and that further research concerning the role of visual learning in young children's development is needed. (PM)

ED 356 081 PS 021 326

Davies, Patrick T. Myers, Robin L.
Children's Moods as Organizers of Response Patterns to Interadult Conflict.

Spons Agency—Sigma XI, The Scientific Research Society.

Pub Date—Apr 93

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Childhood Attitudes, *Conflict, Early Childhood Education, *Emotional Response, *Interpersonal Competence, *Moods, Psychotherapy, *Young Children

Identifiers—Emotional Distress
This study examined how children's emotions affect their responses to adult conflict. A total of 64 children aged 4 through 8 heard a simulated interadult conflict in the next room after they were induced to feel angry, sad, happy, or "just O.K." Assessments of children's affect, cognitions, and behaviors consistently revealed that children in sad and angry moods exhibited the most sensitivity, behavioral dysregulation, and distress in response to the adult conflict. Positive emotional arousal, on the other hand, had a protective effect on certain dimensions of children's functioning during adult discord. Findings are discussed as support for the idea that negative emotional arousal and dysregulation are contributing mechanisms in the relationship between angry environments and child psychotherapy. (Author/MDM)

ED 356 082 PS 021 327

Youngblade, Lise M.
Associations between Infant-Parent Attachment Security, Conceptions of Friendship and Behavioral Characteristics of Friendship in 5-Year-Olds.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Bethesda, Md.

Pub Date—Mar 93

Contract—K02MH00486; R01HD15496

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Fathers, *Friendship, *Infants, Mothers, Play, *Preschool Children, Preschool Education, *Social Cognition

Identifiers—Dyadic Interaction Analysis, *Quality of Friendship, *Security of Attachment

This study examined the relationship among children's thoughts about friendship, their observed friendship behavior, and their attachment to their parents. The attachment of 73 children to their mothers was assessed in the Strange Situation procedure when the children were 12 months of age, and to their fathers when they were 13 months of age. At the age of 5, children were observed in play with a close or best friend during a 2-hour laboratory session. As part of the laboratory visit, the children and their friends were interviewed about each other. Results indicated connections between children's attachment classification and the conception of friendship held by the children's friends, and between conceptions of friendship and behavior in friendship. (PM)

ED 356 083 PS 021 328

Ge, Xiaojia
Observing Parent Behavior: Reconciling Theoretical Concepts with Empirical Reality.

Spons Agency—John D. and Catherine T.

MacArthur Foundation, Chicago, IL; National Inst. of Mental Health (DHHS), Bethesda, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date—Mar 93

Contract—DA05347; MH00567; MH43270; MH48165

Note—49p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, *Adolescents, *Behavior Problems, *Child Behavior, Child Rearing, Elementary Education, Longitudinal Studies, *Parent Child Relationship, *Parents, Predictive Measurement, Psychological Patterns

Identifiers—Parent Behavior Rating

Using data from the Iowa Youth and Families Project, this longitudinal study investigated the predictive validity of different dimensions of observed parent behavior on adolescent externalizing (aggression, hostility) and internalizing (depression, anxiety) problems over a 2-year period. In addition, the study examined how observer ratings functioned differently from child and parent self-reports. Families with a seventh grader and a sibling within 4 years of age of the seventh grader were recruited. Interviewers visited each family at home for approximately 2 hours on each of 2 occasions in 1989, 1990, and 1991. During the first visit, each of the four family members completed questionnaires. During the second visit, occurring within 2 weeks of the first, family members were videotaped as they engaged in several different structured interaction tasks. Family members' recorded behaviors were subsequently coded. Analysis revealed that observed parent behavior predicted adolescent developmental outcomes, particularly externalizing symptoms. Two general domains of parenting, affect and discipline, were correlated. Results also demonstrated the predictive validity of separate dimensions of observed parent behavior, particularly hostile-harsh and firm-involved parenting practices. An appendix provides definitions of 16 codes used to assess parent behavior. Three tables of data and eight figures are included. (MM)

ED 356 084 PS 021 330

Root, Elaine H.
Educational Responses to Issues of Self-Esteem and Trust in Homeless Students.

Pub Date—3 May 90

Note—28p.; Master's Research Paper, University of North Texas.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Childhood Needs, Child Welfare, Classroom Environment, Educational Needs, Elementary School Students, Elementary Secondary Education, *High Risk Students, *Homeless People, *Private Financial Support, *Program Effectiveness, Psychological Needs, *Public Support, Secondary School Students, Self Esteem, Student School Relationship, Trust (Psychology)

To determine the effectiveness of past and existing programs in meeting the needs of homeless children, this study examined current research on problems facing homeless students and reviewed programs developed to meet the students' needs. Organizations dealing with issues of homelessness were contacted, and available sources in print were analyzed. Programs serving homeless students were examined in terms of funding, emphasis of intent, and location of services. The study investigated whether privately or publicly funded programs have greater flexibility to meet the needs of the homeless. An examination of programs indicated that privately funded programs were more sensitive to the needs of homeless students due to increased flexibility, reduced protocol, and confidentiality of records. All effective programs for homeless students addressed the needs of reduced self-esteem and diminished trust. On-site segregated classrooms addressed the emotional needs of the homeless more effectively than did regular mainstreamed classrooms. To increase the effectiveness of existing and future programs, more comprehensive follow-up studies of academic and affective development are recommended. (MM)

ED 356 085 PS 021 331

Love, John M.
Does Children's Behavior Reflect Day Care Class-

room Quality?

Pub Date—26 Mar 93

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, Classroom Communication, Classroom Environment, Class Size, *Day Care, *Educational Quality, Preschool Children, Preschool Education, Stress Variables, *Student Behavior, *Teacher Student Ratio, Teacher Student Relationship, *Time on Task, *Young Children

Identifiers—California, Caregiver Behavior, Subsidized Child Care Services

Focusing on one aspect of a study examining the child-staff ratio in California state-subsidized day care centers, this paper explores the relationship between indicators of quality and the behavior of children in day care centers. In fall 1990, trained observers spent a week in 122 day care classrooms throughout California. During this time they rated teachers and aides, counted students, recorded interactions and activities, and coded children's behavior for 4 consecutive mornings. Two months later classrooms were randomly assigned a child-staff ratio configuration that they would be required to achieve and maintain for the spring session. One-third of the classrooms were asked to increase their ratio to 9:1; one-third to increase to a 10:1 ratio; and the final third to maintain an 8:1 ratio. Two months after the ratio change, observers returned and repeated the same observations in 112 classrooms. This paper presents findings from the spring data collection only. Analysis revealed that two aspects of child behavior were most consistently reflective of program quality: indicators of stress and other negative behaviors (crying and fighting); and percentage of time children were uninvolved in classroom activities. Classroom dynamics (including caregiver behavior) showed stronger relationships with children's behavior than did structural variables. (MM)

ED 356 086 PS 021 332

Degirmencioglu, Serdar And Others
Stability of Adolescent Social Networks Over the School Year.

Pub Date—Mar 93

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Elementary School Students, Females, *Friendship, Intermediate Grades, Longitudinal Studies, Males, *Peer Relationship, Secondary Education, Secondary School Students, Sex Differences, *Social Networks

Identifiers—Cliques, Social Reciprocity, *Stability (Social Relationships)

This study assessed the stability of adolescents' social networks over a school year, focusing on the stability of close friendships, best friendships, friendship groups, and the adolescent's role in his or her social network. As part of an ongoing Adolescent Peer Influence Project, 6th-, 8th-, and 10th-grade students from a working class suburban school district were followed longitudinally over an academic year. Approximately half of the students participating in this study were females; 75 percent were African-American. Students were asked to name a best friend and up to nine friends in the fall and again in the spring of the same academic year. Analysis revealed that all levels of adolescents' friendship networks in this study showed moderate stability, but that overall, girls' friendship networks were more stable. Stability of close friendships and cliques increased with grade level. However, stability of best friendships did not differ by grade. Reciprocal friendships were more stable, and stability of friendship networks were either weakly correlated or uncorrelated with self-report and teacher-report measures of delinquency and scholastic competence. (MM)

ED 356 087 PS 021 333

Putnam, Sarah And Others
The Lessons They Learn: Different Experiences of Preschoolers in Two Cultural Contexts.

Pub Date—Mar 93

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Cultural Context, *Cultural Differences, Day Care, Interpersonal Competence, *Learning Activities, Naturalistic Observation, Parent Child Relationship, Play, *Preschool Children, Preschool Education, Professional Occupations, Sex Differences, Skill Development, *Socioeconomic Influences, Socioeconomic Status, Working Class

Identifiers—*Childhood Experiences, Daily Routines

This paper reports on one aspect of a study examining activities, partners, and settings of 20 preschoolers ranging in age from 28 to 45 months. The children were drawn from two cultural communities (both white): in one community parents worked in professional occupations; in the second group, parents were in non-professional, working class occupations. The communities were located in a city in the southeastern United States. Modified spot observations were collected every 6 minutes for 18 hours during 1 week, scheduled to cover an entire waking day of each focal child. Activities occurring during a 30-second window were coded, noting all activities in the vicinity of the focal child, the child's activity, the child's partners (if any) in that activity, and their respective roles. Activities were classified as lessons, work, play, conversation, and other (sleeping, eating, etc.). This paper reports on observations in the lessons category, including academic, interpersonal, skill or nature, and religious lessons. In both communities, lessons were the least common activity. In the group with professional-class parents, children were actively involved in more lessons, particularly academic and skill or nature lessons, and were more likely to play with academic objects (books and games with explicitly academic purposes). In both communities, boys were more likely than girls to engage in academic lessons. Analysis suggests that children from the professional-class community were clearly accustomed to a greater degree of self-direction and initiative. (MM)

ED 356 088 PS 021 335

MacPhee, David. And Others

Ethnic Variations in Social Support Networks and Child Rearing.

Spons Agencies—Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.

Pub Date—Mar 93

Note—31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Rearing, Cultural Context, *Cultural Differences, Ethnic Groups, Ethnicity, Family Life, Hispanic Americans, *Intervention, Low Income Groups, Parent Attitudes, *Parent Child Relationship, Parent Role, Preschool Children, Program Effectiveness, Self Esteem, Socialization, *Social Networks, *Social Support Groups

Identifiers—*Ethnic Differences, Ute (Tribe)

Comparing Ute Mountain Indians, Hispanics, and Anglos within several communities, this study examined: (1) ethnic differences in the structure and function of parents' support networks; and (2) the relation of social support to parental feelings of competence and parenting behaviors. From 4 sites in Colorado, 484 parents or guardians of 2- to 5-year-old children were selected from the DARE to Be You prevention project on the basis of various risk factors, including low income, teenage child-bearing, and family history of substance abuse. Subjects were randomly assigned to experimental and control groups, with the experimental group participating in an 8- to 12-week series of parent education workshops and support groups designed to promote self-esteem and positive child-rearing practices. All participants completed a pretest booklet of scales on child development and behavior, child-rearing practices, parental functioning (locus of control, attributions, self-esteem), and background information. The experimental group completed a posttest booklet at the conclusion of the

intervention workshops. Analysis revealed that Ute Mountain Indians have social networks governed by frequent interchanges with an interconnected web of kin; Hispanic parents have large, close-knit networks but fewer resources for emotional support; and Anglo parents have structurally diffuse but emotionally supportive networks. (Contains 53 references.) (MM)

ED 356 089

PS 021 336

Riese, Marilyn L.

Gender Differences in Mother-Neonate Twin Interaction.

Pub Date—Mar 93

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Birth Order, Birth Weight, *Breast-feeding, Child Development, Mother Attitudes, *Mothers, Naturalistic Observation, *Neonates, *Parent Child Relationship, *Sex Differences, *Twins

Identifiers—*Bottle Feeding

To investigate differences in mothers' interaction patterns with their neonate twins based on birth order, relative size at birth, or gender, 37 neonate twins and their mothers were observed during the first 10 minutes of a feeding in a hospital nursery. Time-sampling recordings were made of maternal behaviors related to proximal stimulation, distal stimulation, positive and negative affect expression, and vocal stimulation. Fourteen neonates were bottle-fed and 23 neonates were breastfed; in all instances, the mother fed only one neonate at a time. No differences in interactions were found based on birth order or size within twin pairs. However, significant differences were observed based on neonate gender. Mothers displayed more positive and negative affect toward their male neonates than toward their female neonates. Mothers used positive vocalizations, looked and smiled at, and stroked and held their male neonates more frequently than their female neonates. Mothers were more likely to talk to others in the room when interacting with their female neonates than with their male neonates. Significant differences were found in the patterns of intercorrelations of several maternal behaviors toward their male and female neonates. These behaviors included expressions of positive affect, vocalization, and responsive and rejecting behaviors. (MM)

ED 356 090

PS 021 337

Fonagy, Peter

Reflective Self Function in Early Attachment and Borderline States.

Pub Date—27 Mar 93

Note—25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Attachment Behavior, *Child Abuse, *Developmental Psychology, Emotional Development, Emotional Response, Foreign Countries, Individual Development, Infants, Mental Disorders, *Metacognition, *Parent Child Relationship, Personality Problems, *Self Concept

Identifiers—Adult Attachment Interview, *Borderline Personality Disorder, Intergenerational Analysis, Mental Representation, Self Awareness

Work in developmental psychiatry and psychology has increasingly focused on how internal representations of early experiences with primary figures of childhood affect relationship formation in later childhood and adulthood. Investigations of the reflective self function, which involves mental states in which individuals become the subject of their own thought, have demonstrated that individuals' capacity for using mental state constructs in discussing attachment relationships in Adult Attachment Interview protocols captures differences in individuals' sensitivity. Ratings of the reflective self function of parents before the birth of their child have predicted the nature of the later relationship between infant and parent. This predictive ability may be of practical use. Severe borderline states may be understood as involving dysfunctions of reflective self processes. In an ongoing study, interviews with bor-

derline patients suggest that individuals who respond to childhood experiences of maltreatment by an inhibition of reflective self function are less likely to resolve this abuse, and are more likely to manifest borderline psychopathology than individuals who respond in other ways. The importance of reflective self function for attachment is greatest when the hardship suffered by individuals places them, when they become parents, at risk of recreating these negative experiences in their children. A list of 71 references is included. (MM)

ED 356 091

PS 021 339

Paul, Rhea. And Others

Language Outcomes in Late-talkers: Kindergarten.

Pub Date—Mar 93

Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Caregiver Speech, Child Development, Child Language, Cognitive Development, *Expressive Language, Kindergarten, *Kindergarten Children, *Language Acquisition, *Learning Readiness, Linguistic Input, Longitudinal Studies, Preschool Education, Primary Education, Receptive Language, *Toddlers

Identifiers—*Language Delayed, Phonological Awareness

To examine language outcomes related to language acquisition and academic readiness, this study followed a group of toddlers with slow expressive language development (SELD) through their kindergarten year. Subjects were 27 children between 20 and 34 months who produced fewer than 50 words or no 2-word combinations on L. Rescorla's (1989) Language Development Survey. This group was matched with a control group of 25 children with expressive vocabularies larger than 50 words. All subjects were given an intensive battery of assessments for receptive language, cognitive development, oral motor function, and adaptive behavior. A videotaped free play interaction between parent and child was analyzed for maternal linguistic input, child communicative behavior, and child phonological characteristics. Subjects received follow-up assessments during their kindergarten year. A conversational speech sample was analyzed for mean length of morpheme utterance, and a narrative sample was collected using a wordless picture book. Findings suggested that children with SELD as toddlers: (1) performed on par with children who exhibited normal patterns of language acquisition, in terms of general and nonverbal intelligence, daily living and motor skills, and receptive language; and (2) demonstrated deficits in phonological awareness and narrative ability, two areas related to language acquisition. (MM)

ED 356 092

PS 021 340

Rabiner, David L. Keane, Susan P.

Children's Perception of Their Treatment by Peers in Relation to Their Sociometric Status.

Pub Date—Mar 93

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Age Differences, Childhood Attitudes, *Children, Comparative Analysis, Depression (Psychology), Elementary Education, Elementary School Students, *Peer Acceptance, *Peer Relationship, Self Concept, Self Esteem, Social Cognition

Identifiers—Peer Perception Inventory, Self Report Measures, *Sociometric Status

This study examined age-related changes in the relationship between children's perceptions of how peers treat them, their affective distress, and their position within the peer group. Subjects were 380 boys and girls (163 second graders and 217 fifth graders) from 4 Greensboro, North Carolina, elementary schools. Children's sociometric status was determined using a procedure developed by J. D. Coie, K. A. Dodge, and H. Coppotelli. Children also completed the Peer Perception Inventory and an 18-item self-report inventory of depression. Analysis revealed that higher levels of social acceptance were associated with more positive perceptions of one's treatment by peers, and this relationship appeared stronger for older children. Similarly, chil-

dren with higher victimization scores reported less positive treatment by peers, and this relationship was also stronger within the older sample. Victimized rejected children reported less positive treatment by peers as grade increased, and by the fifth grade these children's reports were markedly different from any other status group. For aggressive rejected children, however, the pattern was reversed, as their report of how peers treated them increased substantially from grade two to five. Results of this study suggest interesting age-related changes in the associations between children's status, perceptions of treatment by peers, and affective distress. (MM)

ED 356 093 PS 021 341

Leifer, Myra And Others

Longitudinal Study of the Psychological Effects of Sexual Abuse in Foster Children and Children Who Return Home.

Spons Agency—National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Pub Date—Mar 93
Contract—90-CA1356

Note—32p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Affective Measures, *Black Youth, Child Abuse, Children, Child Welfare, Comparative Analysis, Coping, *Emotional Adjustment, *Emotional Disturbances, Family Environment, *Females, *Foster Care, *Sexual Abuse

Identifiers—Affective Response, *Placement (Foster Care)

This longitudinal study examined the effect of being placed in foster care versus remaining at home upon the psychological functioning of 64 black, sexually abused girls aged 5 to 16 years. Only subjects molested by persons well known to them were included in this study. The children were initially evaluated using a multi-method assessment protocol that included self-reports, parent reports, and projective and cognitive measures, within 6 months following report of the abuse, and were reevaluated approximately 1 year later. A caregiver interview was also conducted with the child's biological mother or foster mother. Findings indicated that, over the year, the children showed a decline in affective distress and depression. However, the children continued to show compromised ego functioning, disturbed perceptions of relationships, and high levels of stress relative to their adaptive coping skills. Overall, no significant differences in the psychological functioning were found between the girls who remained at home and those who were placed in foster care. In supplementary, cross-sectional analyses involving 24 additional subjects, several maternal and child variables were found to be related to the child's adaptation. (MM)

ED 356 094 PS 021 343

Russell, Alan Russell, Graeme

Family Correlates of Children's Masculine and Feminine Activities and Interests: Differential Effects for Boys and Girls.

Pub Date—Mar 93

Note—29p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Child Behavior, *Childhood Interests, Father Attitudes, Fathers, Followup Studies, Foreign Countries, Individual Differences, Mother Attitudes, Mothers, *Parent Child Relationship, *Parent Influence, *Sex Differences, *Young Children

Identifiers—*Masculinity Femininity Variable

This study examined relations between mothers' and fathers' behavior and characteristics, and individual differences in masculine and feminine activities and interests of their early school-aged children. Subjects were 57 intact families with an eldest child aged 6 to 7 years for a total of 29 boys and 28 girls. Data collection involved four components: a joint interview with both parents; separate interviews with mothers and fathers; questionnaires completed by parents; and a 90-minute family observation. Analysis revealed evidence that father variables were more strongly related to children's activities

and interests than mother variables. Certain parental characteristics and behaviors, such as engaging in shared activities with children, were differentially related to the activities and interests of boys and girls, that is, they were positively related for boys and negatively related for girls or vice versa. A subsample of the original subject group was studied 10 years later, when the children were 15 to 16 years old. Analysis of preliminary data from this follow-up study revealed that children's feminine activities and interests were correlated to mothers' characteristics and behaviors, and that fathers' behaviors and characteristics were correlated with children's masculine activities and interests. (MM)

ED 356 095 PS 021 360

Constantin-Page, Lisette And Others

Training Mothers in the Child's Game: A Comparison of Methods.

Pub Date—Mar 93

Note—11p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Instructional Materials, Modeling (Psychology), *Mothers, *Parent Child Relationship, *Play, *Preschool Children, Preschool Education, Skill Development, *Sons, *Training Countries, *Young Children

Identifiers—*Nondirective Play, Play Learning, Training Effectiveness

This study compared immediate, short-term effects of different training components on mothers' acquisition of non-directive play skills. Subjects were dyads of 49 mothers and their sons, ages 4 to 6. Mother-son pairs were randomly assigned to one of four conditions. The control group received no training. All other mothers viewed the videotape "How to play with a child." In the Modeling condition, trainers answered questions following the videotape. In the Rehearsal condition, mothers watched the video then practiced play skills and received feedback on skill execution. Mothers in the Processing condition watched the video, practiced play, received feedback, then discussed their cognitive and emotional reactions. Mothers in all four conditions practiced playing with their sons once a week for 2 weeks, then returned for a post-training assessment. Prior to training and again 2 weeks later, the mother-son dyads participated in a 10-minute videotaped play session in which mothers followed their son's lead. Results indicated that children whose mothers received no training were actually more directive in their play than children whose mothers received video-modeling only. However, when video-modeling was supplemented with skill rehearsal and the processing of skill usage, significant gains were noted in mothers' non-directiveness, self-reported skill implementation, and self-perceived positive affect during play. (MM)

ED 356 096 PS 021 363

Wintre, Maxine G. Crowley, Jeannine

Reliability and Validity of the Perception of Parental Reciprocity Scale (POPRS) with Young Adolescents.

Pub Date—Mar 93

Note—18p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Affective Measures, Attitude Measures, Foreign Countries, *Parent Child Relationship, Psychometrics, Self Esteem, Social Cognition, *Test Reliability, *Test Validity

Identifiers—Convergent Validation, Discriminant Validity, Early Adolescents, *Perception of Parental Reciprocity Scale, *Reciprocity (Communication), Self Report Measures

The Perception of Parental Reciprocity Scale (POPRS) was originally developed with a late adolescent population to assess the extent of perceived reciprocity in adolescent-parent relations. This study examined the reliability and validity of using POPRS with younger adolescents. Subjects, 655 males and 636 females ranging in age from 13 to 18, were sampled to assess the psychometric properties of POPRS. The questionnaire package was administered during class time; 87 subjects were randomly chosen to complete POPRS on 2 separate occasions

to assess test-retest reliability. One-hundred subjects, approximately 10 males and 10 females at each grade level, were independently interviewed and these responses were correlated with their scores on POPRS to assess criterion validity. Convergent validity was established via measures of self-esteem, consultant choice, parental attachment, attitude to private personal authority, and separation-individuation. Discriminant validity was demonstrated via three global statements. Open-ended interviews were used to assess criterion validity. Results demonstrated high reliability, construct, and criterion validity of the POPRS when extended to a younger adolescent population. (MM)

ED 356 097 PS 021 364

Wintre, Maxine Gullander Vallance, Denise D.

A Developmental Sequence in the Comprehension of Emotions: Multiple Emotions, Intensity, and Valence.

Pub Date—Mar 93

Note—15p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Developmental Psychology, *Developmental Stages, *Emotional Development, *Emotional Experience, Foreign Countries, *Young Children

Identifiers—Emotions, Intensity, Self Prediction, Self Report Measures

This study examined whether varying intensity of emotions can be employed in conjunction with multiple emotion responses and valence of emotion to describe a scalable developmental sequence for young children. Eighty children between the ages of 4 and 8 years were interviewed individually. A version of the Emotions Situations Questionnaire was used, asking children to self-predict the occurrence of 5 emotions (happy, loving, sad, angry, and scared) on a 5-point scale of intensity to each of 13 affect-laden situations. A concrete, visual apparatus depicting the five emotions was constructed to reduce dependency on verbal responses. Findings indicated that the use of multiple emotions, varying intensity of emotions, and valence of emotions emerge in an orderly, developmental sequence. Children around age 4 could predict experiencing multiple emotions of the same intensity and same valence to affect-eliciting situations. Children around age 6 predicted experiencing multiple emotions of varying intensity but the same valence. Children around age 8 predicted multiple emotions of varying intensity and opposite valence. The number of emotions reported by 8-year-old children was greater than that reported by younger children. Accuracy of identifying targeted emotions increased with developmental level. The stages of development were consistent with a Piagetian and Neo-Piagetian cognitive-developmental framework. (MM)

ED 356 098 PS 021 372

Frombolini, Carol Sue

Students at Risk. Research in Brief.

Office of Educational Research and Improvement (ED), Washington, DC

Report No.—IS-89-540-rb

Pub Date—Nov 88

Note—3p

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Continuous Progress Plan, *Cooperative Learning, Elementary Education, *Elementary School Students, Full Day Half Day Schedules, *High Risk Students, Kindergarten, Preschool Children, Preschool Education, *Remedial Programs, Time on Task

Identifiers—Center for Research on Elementary and Middle Sch., *Pullout Programs

This paper summarizes a report entitled "Effective Programs for Students at Risk: A Sourcebook" by the Center for Research on Elementary and Middle Schools (CREMS) at Johns Hopkins University. Based on a survey of research on services to at-risk students, the CREMS report identified programs that improved the academic performance of at-risk students in the early grades. Studies conducted in 1987 confirmed that at-risk students who attend preschool do better academically as they progress through school than students who do not attend preschool. The CREMS review concluded that full-day, compared to half-day, kindergarten pro-

grams improve students' preparation for first grade. Elementary school programs provide remedial help to students through pull-out, or out-of-class, programs. Common elements of quality pull-out programs include presentation of material by the teacher rather than from workbooks, flexible instruction, and constant monitoring of students' progress. To assure the success of pull-out programs, the teaching methods used in the program and in the classroom must be coordinated. The CREMS report identified two categories of programs—continuous progress and cooperative learning programs—that use innovative strategies to restructure classrooms. In both types of program, children are taught in groups within the classroom in such a way that the needs of individual students and of the group are met. CREMS also identified 16 effective programs of both types, and while all are different, the underlying principles—instruction geared to student needs, materials presented by teacher, constant assessment of student progress—are the same. (BC)

ED 356 099 PS 021 416

Golds, Brad Cesarone, Bernard

Homeless Children: Meeting the Educational Challenges. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-93-4

Pub Date—93

Contract—R188062012

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Elementary School Students, *Homeless People, Immunization Programs, *Residence Requirements, Social Services, *Student Records, *Transitional Programs

Identifiers—*Case Management, ERIC Digests, Stewart B McKinney Homeless Assist Act Amend 1990, *Stewart B McKinney Homeless Assistance Act 1987

Difficulties faced by homeless children include depression, low self-esteem, lack of sleep and nutrition, and feelings of shame and embarrassment. Challenges faced by schools in providing education to homeless children include: (1) keeping children in one school despite frequent family moves; (2) ensuring that children's health records are obtained; (3) providing quiet times for children to do homework; and (4) providing transportation. The education of homeless children was addressed by the McKinney Act of 1987, which called for access to free education for every homeless child. Amendments to the act passed in 1990 mandated that states address issues of transportation, immunization and residency requirements, and school and health records. Measures that schools can take to help homeless children succeed in their education include: (1) coordinating social services; (2) providing counseling; (3) providing a place for children between the closing of school and the opening of the shelter; and (4) using computerized tracking systems to coordinate homeless children's records. Several communities have tried comprehensive approaches to educating homeless children. These approaches include transitional schools for homeless children, which children attend before being mainstreamed into regular schools, and case management approaches, in which a case manager coordinates school staff, counselors, shelter workers, and health care and family support services in order to meet homeless children's basic needs. (BC)

ED 356 100 PS 021 437

McClellan, Diane E. Katz, Lilian G.

Young Children's Social Development: A Checklist. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-93-6

Pub Date—93

Contract—R188062012

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

RIE AUG 1993

Descriptors—*Check Lists, Early Childhood Education, Individual Characteristics, *Interpersonal Competence, *Peer Relationship, *Social Development, *Student Evaluation, *Young Children Identifiers—ERIC Digests, *Social Attributes Checklist

The best childhood predictor of later adult adaptation is the adequacy with which a child gets along with other children. Because social development begins in the early years, it is appropriate that early childhood programs include regular formal and informal assessment of children's acquisition of social competence. This digest presents the Social Attributes Checklist, which teachers may use to measure children's social behavior. The digest explains the rationale for and the use of the checklist. The checklist contains 8 items that measure children's individual attributes, such as mood, coping, and empathy; 14 items that measure social skill attributes, such as assertion of rights, participation in discussions, and interest in others; and 2 items that measure the peer relationship attributes of peer acceptance and participation in activities with other children. In order to use the checklist effectively, teachers should: (1) sample children's social functioning over a period of about a month; (2) recognize that the quality of children's relationships is a more important index of social functioning than the quantity of relationships; (3) recognize that the attributes listed should usually, and not necessarily always, characterize a child's behavior; (4) implement strategies to help children outgrow social difficulties; and (5) understand that what constitutes appropriate or effective social behavior may differ in different cultural and family backgrounds. (BC)

ED 356 101 PS 021 438

Kostelnik, Marjorie J.

Developmentally Appropriate Programs. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-93-7

Pub Date—93

Contract—R188062012

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Child Development, Cultural Differences, Early Childhood Education, Program Implementation, Special Needs Students, *Teacher Expectations of Students, Teacher Guidance, *Teacher Student Relationship, *Teaching Methods

Identifiers—*Caregiver Child Relationship, *Developmentally Appropriate Programs, ERIC Digests, Program Characteristics

This digest debunks myths about developmentally appropriate programs (DAPs) and discusses essential characteristics of developmentally appropriate practices. Common myths or erroneous assumptions about DAPs assume that: (1) there is only one right way to implement a DAP; (2) DAPs are unstructured, and practitioners offer minimal guidance to the children in their care; (3) in DAPs, the expectations for children's behavior and learning are low; (4) academics have no place in DAPs; and (5) DAPs are inappropriate for culturally diverse groups, and for children from varying socioeconomic backgrounds or with special needs. Determining practices which are essential to DAPs, however, requires more than debunking myths. First, developmentally appropriate practice involves taking into account everything that is known about how children develop and learn, and matching that to the content and strategies planned for them in early childhood programs. Second, treating children as individuals and not as a cohort group is critical to DAPs. Finally, developmentally appropriate practice requires treating children with respect by recognizing their changing capabilities and viewing them in the context of their family, culture, and community, as well as their past experience and current circumstances. (BC)

ED 356 102 PS 021 439

Cesarone, Bernard

Health Care, Nutrition, and Goal One. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—EDO-PS-93-5

Pub Date—93

Contract—R188062012

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Health, *Community Programs, Family Programs, *Federal Programs, Health Services, Immunization Programs, *Nutrition, *Preschool Children, Preschool Education, Standards, *State Programs

Identifiers—ERIC Digests, *National Education Goals 1990, Screening Programs

Goal One of the six national education goals now embodied in the Goals 2000: Educate America Act states that "By the year 2000, all children in America will start school ready to learn." One of the objectives formulated to meet this goal asserts that "Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies." This digest summarizes government and private efforts to fulfill this objective. Federal programs which serve preschoolers' health and nutrition needs include Project Head Start; Medicaid; and the Supplemental Food Program for Women, Infants, and Children. Examples of state-funded programs include the establishment of service centers in Kentucky and Hawaii, and support provided by nutritionists to citizens in Mississippi. Efforts to serve preschoolers' health and nutrition in health care settings include immunizations programs; a campaign to educate parents about the connection between their children's health and education; low-cost health care services provided by community health centers; and recommendations concerning children's health and nutrition offered by several commissions and organizations. Preschoolers' health and nutrition is fostered in the preschool setting by serving nutritious food in preschools, teaching children about cooking, establishing nutrition data systems, and establishing health and nutrition guidelines to be applied to child care facilities. Community initiatives include efforts to teach Mexican-American parents about their children's food requirements, establishing data systems to track families with preschool children, and instructing health care professionals about culturally appropriate ways to work with American Indian families. (BC)

RC

ED 356 103

Ripley, David And Others

Healthy Games and Teasers. An INMED Activity Book.

North Dakota Univ., Grand Forks. School of Medicine.

Pub Date—[92]

Note—27p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education, American Indian Reservations, Career Awareness, *Health Education, Health Occupations, *Human Body, *Learning Activities, Medicine, Secondary Education

Identifiers—*Indians into Medicine

Indians into Medicine (INMED) provides academic, financial, and personal support for Indian college and professional students training for health careers, and supports summer enrichment sessions beginning in junior high school. This INMED activity book contains puzzles, coloring pages, quizzes, and facts about health and the human body. Topics covered include American Indian reservations, the digestive system, American Indian values, health careers, the muscular system, major organs of the body, teeth, the largest Indian reservations and tribes, the eye, the skeletal and circulatory systems, the ear, and the Indian Health Service. (SV)

ED 356 104

Edwards, Patricia

Looking for a Job: Step by Step = Buscando Trabajo: Paso por Paso.

BOCES Geneseo Migrant Center, Geneseo, NY.

Spons Agency—Women's Educational Equity Act

Program (ED), Washington, DC.

Pub Date—91

RC 018 994

RC 019 010

132 Document Resumes

Note—17p.; Also funded by the School Dropout Demonstration Assistance Program.

Language—English; Spanish

Pub Type—Guides - Classroom - Learner (051) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Employment Interviews, Employment Potential, Instructional Materials, Job Applicants, Job Application, Job Search Methods, Job Skills, Learning Activities, Migrant Employment, Migrants, Portfolios (Background Materials), Resumes (Personal)

This bilingual document provides guidelines and learning activities to assist migrant workers in looking for a job. The document covers the following areas: (1) a checklist providing an overview of job search skills; (2) developing a fact sheet of personal information; (3) listing good work qualities; (4) identifying references and securing transportation; (5) planning for child care; (6) deciding where to look for jobs; (7) the importance of personal appearance when looking for a job; (8) practicing phone messages; (9) writing a resume; (10) completing job applications; (11) preparing for employment interviews; (12) extra steps to take when looking for a job such as speaking with the person responsible for the hiring and writing thank-you notes following employment interviews; (13) dealing with life changes; and (14) developing good work habits. (LP)

ED 356 105 RC 019 016

Migrant Portraits: Migrant Choices.

BOCES Genesee Migrant Center, Genesee, NY. Spons Agency—New York State Education Dept., Albany. Bureau of Migrant Education.; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs. Pub Date—[92]

Note—7p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dropouts, Educational Attainment, Educational Experience, Education Work Relationship, Elementary Secondary Education, Higher Education, High School Equivalency Programs, Migrant Education, Migrants, Migrant Youth, Postsecondary Education, Student Educational Objectives, Student Motivation

This document profiles the educational experience of 10 migrants who were faced with the decision of working or attending school. The problems they encountered were commonly shared by migrants: the difficulties associated with changing schools two or three times a year; having to work instead of going to school; or having to learn a new language. However, they all overcame tremendous odds to finish school or to achieve their lifelong goals. Each profile discusses their personal experience as a migrant, what they attribute their success to, and a message to migrant youth that stresses the importance of education and establishing personal goals. The profiles include a professional golfer, a professional football player, a radio announcer, a licensed practical nurse, migrant educators, a care provider, a priest, and a college instructor. (LP)

ED 356 106 RC 019 017

[Parent Resources for Involvement in Migrant Education (PRIME): Information Sources.]

BOCES Genesee Migrant Center, Genesee, NY. Spons Agency—New York State Education Dept., Albany. Bureau of Migrant Education.; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs. Pub Date—92

Note—32p.

Language—English; Spanish

Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, Elementary Secondary Education, Higher Education, Migrant Children, Migrant Education, Parent Education, Parent Influence, Parent Materials, Parent Participation, Parent Rights, Parents as Teachers, Parent Teacher Conferences

Identifiers—Migrant Student Record Transfer System

This bilingual document stresses the importance of migrant parents being involved in their children's education and discusses ways for parents to help their children succeed in school. It provides information about migrant education and the various programs available for migrant children. The document covers the following topics: (1) important pa-

pers parents should carry with them that are necessary for applying for social services and enrolling children in school; (2) encouraging children to learn math and science; (3) the importance of sharing family culture and traditions with children; (4) helping a child adjust in a new school; (5) helping with homework; (6) the Migrant Student Record Transfer System (MSRTS); (7) parents' rights and responsibilities; (8) the importance of participating in parent-teacher conferences; (9) available programs for out-of-school youth; (10) the importance of reading at home and visiting local libraries; (11) an overview of child development stages; (12) planning for college; (13) the importance of dental care; and (14) encouraging children's talents. (LP)

ED 356 107 RC 019 018

Mabery, Marilyn Virginia

Right after Sundown: Teaching Stories of the Navajo.

Report No.—ISBN-0-912586-69-9

Pub Date—91

Note—82p.; Colored illustrations will not reproduce well.

Available from—Navajo Community College Press, Tsaile, AZ (514.95)

Pub Type—Books (010) — Creative Works (030) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indian Culture, American Indian Literature, Cultural Education, Ethical Instruction, Fables, Mythology, Story Telling, Values Education

Identifiers—Informal Education, Navajo (Nation)

Understanding of the traditional Navajo world view and philosophy is ultimately centered on their origin story of emergence into the present world. All stories stem from this basic one. This collection of 12 Navajo stories includes origin stories, coyote stories, and a fairly recent one that describes a recognizable place. In the Anglo sense, these stories may seem unrelated, but to the Navajos, they are all connected. These stories are not colorful folk tales or a writer's creative imagination, but are, for the Navajos, actual events. In their humor and graphic descriptions, the stories seem to be folk tales. In their supernatural reality, they take on the quality of legend. In their association with the complicated Navajo ceremonies, they explain and justify the moral values and cultural norms of traditional Navajo society. In their moralistic character, they represent the height of parable. Repetition, so customary in American Indian stories, is a reflection of the rhythms of daily life and the power of continuity. Rather than lecturing their young people about right and wrong, the Navajos tell stories such as these to illustrate what they desire to teach, allowing the children to grasp for themselves what is appropriate behavior. This book includes 20 references, a glossary, and a prayer from the Navajo Beauty Way. (SV)

ED 356 108 RC 019 019

Oppelt, Norman T.

The Tribally Controlled Indian Colleges: The Beginnings of Self Determination in American Indian Education.

Report No.—ISBN-0-912586-67-2

Pub Date—90

Note—159p.

Available from—Navajo Community College Press, Navajo Community College, Tsaile, AZ 86556 (520)

Pub Type—Books (010) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—American Indian Education, American Indian History, Community Colleges, Educational History, Educational Opportunities, Federal Indian Relationship, Higher Education, Institutional Characteristics, Profiles, Self Determination, Tribally Controlled Education

This book examines tribally controlled Indian colleges established since the early 1960s and provides perspectives on their educational philosophy, history, and present status. Chapter 1 is an overview of four centuries of abortive efforts by churches and the federal government to provide higher education for American Indians, including profiles of specific missionary schools, factors in the failure of missionary education, the unusual success of Choctaw Academy, features of Carlisle Indian School and other federally funded off-reservation boarding schools, and the effects on Indian higher education of the General Allotment Act of 1887 and termina-

tion policies of the 1950s. Chapter 2 discusses the birth of tribally controlled community colleges amidst the social activism of the 1960s, and presents profiles of 19 such institutions. Chapter 3 summarizes and analyzes information on the tribally controlled colleges: student characteristics, enrollments, faculty, administrators, physical facilities, student services, college objectives, external influences, funding, and accreditation. Chapter 4 outlines other higher education opportunities for American Indians and Alaska Natives: federally controlled two-year colleges, special programs for the preparation of Indian professionals, colleges or universities with high Native American enrollments and degrees earned, and Indian Studies programs. Chapter 5 summarizes the history and current status of Indian higher education. This book contains approximately 300 references and an index. (SV)

ED 356 109 RC 019 022

Christner, Catherine And Others

Chapter 1/Chapter 1 Migrant. Evaluation Findings 1991-92.

Austin Independent School District, TX. Dept. of Management Information. Pub Date—Jul 92

Note—39p.

Available from—Austin Independent School District, Office of Research and Evaluation, 1111 West 6th Street, Austin, TX 78703-5399.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Compensatory Education, Delivery Systems, Educationally Disadvantaged, Elementary Secondary Education, Evaluation Criteria, High Risk Students, Migrant Education, Migrant Programs, Program Effectiveness, Program Evaluation

Identifiers—ECIA Chapter 1 Migrant Programs, Texas

This report evaluates programs of Chapter 1 and migrant education in the Austin Independent School District (AISD, Texas) during 1991-92. The program provided funding for supplementary reading and mathematics instruction to 28 elementary schools including discretionary funds for 16 designated high-priority schools due to the enrollment of 75 percent or more low-income students; funding for full-day kindergarten programs; and supplementary education program funding for one private school and seven institutions for neglected and delinquent youth. Results of program evaluation indicate: (1) student reading achievement gains for most grades were higher than those in 1990-91, with some achievement greater than a year's gain (in grade equivalents); (2) 38 percent of the students eligible for Chapter 1 in 1991-92 became ineligible for services in 1992-93 because they scored higher than the 30th percentile on the Reading Comprehension Test; (3) in comparing scores on the Texas Assessment of Academic Skills, Chapter 1 supplementary student scores were considerably lower at both grade 3 and grade 5 than AISD student levels but higher than other low achievers not served by Chapter 1; (4) all seven of the institutions for neglected or delinquent students met their Chapter 1 goals for the 1991-92 school year; (5) the number of Chapter 1 parents involved in Parent Advisory Council meetings and workshops 1991-92 increased from 1990-91 attendance; and (6) the number of Chapter 1 migrant parents involved in meetings and workshops decreased in 1991-92. This report also provides data on student demographics, program costs, and information on program activities. This report contains numerous charts and graphs. (LP)

ED 356 110 RC 019 028

Dwyer, Kathy, Ed. And Others

Common Threads: Weaving Together Rural Resources for People with Disabilities. Proceedings of the Common Threads Conference (Missoula, Montana, August 22-24, 1992).

Montana Univ. Affiliated Rural Inst., Missoula. Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC. Pub Date—Aug 92

Contract—07DD0302/13; G0087C0228; H133A00035

Note—130p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accessibility (for Disabled), Community Services, Disabilities, Elementary Secondary Education, Higher Education, Human

Services, *Individual Power, Mainstreaming, Normalization (Handicapped), *Professional Training, Rehabilitation, *Rural Areas, *Social Support Groups, Special Education, Supported Employment

This proceedings contains presentations grouped by five broad topics concerning disability services in rural areas. The keynote address, by Linda Tonsing-Gonzales, discusses the social services paradigm shift toward empowering the disabled and developing natural support systems. Broad topics and presentation topics are: (1) "negotiating access" (rural independent living centers, the Americans with Disabilities Act, consumer-driven community service networks and supportive housing, home accessibility, and alternative funding strategies); (2) "networking partnerships" (rural resource networks, early intervention, independent living for older people with visual disabilities, and interagency networking); (3) "training resourcefully" (preservice teacher education, an experimental program meeting special educational needs of disabled secondary students in the regular classroom, training master trainers for staff, and a school-based health promotion program); (4) "cultivating careers" (rural issues in rehabilitation, providing integrated employment services, and activism and leadership development among disabled persons); and (5) "weaving natural supports" (church-sponsored supportive home groups, integrating disabled children into community recreation programs, and a community-based independent living center). Informal forum topics include Native Americans and disability issues, rural supported employment, rural mental health, and identifying effective rural programs and strategies. This document lists rural information resources, program participants, and related state agencies. (SV)

ED 356 111 RC 019 043
The Class "C" Survey, 1992-93. Comparisons of Budgets, Levies and Enrollments of Class "C" Montana School Districts.

Western Montana Coll., Dillon. Montana Rural Education Center.

Pub Date—93
Note—175p; The appendix is printed on colored stock.

Available from—Rural Education Center, Western Montana College of the University of Montana, 710 S. Atlantic St., Dillon, MT 59725-3598 (\$10).

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Assessed Valuation, *Budgets, Educational Finance, Elementary Secondary Education, *Enrollment, Expenditure per Student, Rural Schools, School Districts, *School District Spending, *School Taxes, *Small Schools, Teacher Salaries, Teacher Student Ratio

Identifiers—*Montana, *Small School Districts

Financial data of the 1992-93 school year were collected from 86 of the 99 surveyed Class C school districts in Montana, which range in size from 56 to 484 students in Grades K-12. This report consists almost entirely of data tables providing information on enrollment, taxable valuation, guaranteed tax base per mill, general fund budget, permissive mills, permissive levy as percent of general fund, voted mills, voted mills as percent of general fund, general fund reserve as percent of general fund, cost to general fund per student without special education, special education budget, transportation budget, teacher salaries as percent of total general fund, teacher-enrollment ratio, and salary schedules. Each area is broken down into elementary, high school, and K-12, and presented in rank order. Salary schedules include teachers, instructional aides, noncertified staff, and extra duty assignments. The appendix contains copies of the completed survey returned by each participating school district. (SV)

ED 356 112 RC 019 044
deRosa, Richard J., Ed.
[Qualities and Strengths of Rural Schools.]

Assembly of Rural Teachers of English.

Pub Date—92
Note—29p.

Journal Cit—Journal of the Assembly of Rural Teachers of English (ARTE); 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Education, Elementary Secondary Education, *English Instruction, *Learning Activities, *Literature, Outdoor Education, *Rural Schools, *Rural Urban Differences, Stu-

dent Attitudes, Writing Assignments

This journal contains the following articles pertaining to English instruction in rural schools: (1) "Different, To Be Sure" (Nathan James Weate) compares rural and urban students and finds rural students to have strong family cohesiveness, strong moral values, and diversified interests; (2) "An Elevating Experience" (Dorothy Trusock) describes a freshman writing experience which involves researching travel destinations and writing and telling about an imaginary journey; (3) "Outdoor World" (Craig Akey) details an elective English course, "Outdoor Literature" which uses various novels and writing assignments to discuss endangered species, sportsman's ethics, ecological relationships, and the question of hunting; (4) "Expanding Audiences in a Rural Classroom" (Richard Lessard) relates the experiences of a junior English class in reading and reacting to correspondence with a group of inner city fourth grade students; and (5) "Window: Teaching in Rural, Scenic, Tricultural Northern New Mexico" (Alfredo Lujan) uses the analogy of the computer "window" to bring glimpses of his Pojoaque, New Mexico environment through his eyes and the eyes of his middle school students. (KS)

ED 356 113 RC 019 045

Kneidek, Tony, Ed.
We Can't Teach That Here—Or Can We? Rural Comprehensive Health Education: Field Experiences and Guide.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Department of Education, Washington, DC.

Pub Date—92

Contract—R215A91026

Note—73p; Printed on green paper, numerous photographs.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Health, Children, *Community Involvement, Community Support, *Curriculum Development, *Health Education, Institutional Cooperation, Poverty, Rural Areas, *Rural Education

Identifiers—*Comprehensive School Health Education, United States (Northwest)

This book describes the process of developing comprehensive health education programs in rural areas. Six school districts in the Pacific Northwest teamed up with specialists from five universities, an educational service district, and a regional educational laboratory to develop the curricula. The book includes an introduction, a summary, and eight chapters. Chapter 1, "Exploring the Myths," explains that poor health and poverty affect rural, as well as urban, children. Chapter 2, "Another Voice," summarizes the Children's Defense Fund report on rural children. Chapter 3, "Reaching Out to Communities," highlights the focus of the health education programs in the various school districts. Chapter 4, "Miseries Large and Small," advocates a comprehensive health education program involving topics such as drugs, alcohol, and AIDS as well as nutrition and personal hygiene. Chapter 5, "Time, Resources, and the 'M' Word," discusses school support, money and other resources, and program effectiveness. Chapter 6, "A Field Guide," presents an action plan for developing a comprehensive health education program. Chapter 7, "Building Bridges, Seeking Support" discusses assistance from higher education and other outside agencies. Chapter 8, "What We Learned," updates the current status of the health education programs. The appendix contains two charts describing health education scope and sequence, a health education assessment tool, an outline of curriculum categories, a description of the people involved in the project and book, references and additional reading, a technical summary, and sources for more information. (KS)

ED 356 114 RC 019 047

Decker, Robert H. And Others

The Health of a Community in Rural Iowa.

Pub Date—Oct 92

Note—13p; Paper presented at the Annual Meeting of the National Rural Education Association (84th, Traverse City, MI, October 11-13, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Attitudes, *Community Satisfaction, Community Surveys, Economic Cl-

mate, *Quality of Life, *Rural Areas, *School Community Relationship, Social Environment

Identifiers—*Iowa (Iowa Falls)
A random telephone survey of 25 residents in Iowa Falls, a small town in rural north-central Iowa, examined opinions and attitudes about the health of their community. The community has a population of 5,424, including 1,276 students in Grades K-12; is the largest city in the county; and is the site of a community college. Sixty percent of respondents believed that the public school was the most healthy feature of the community, while 40 percent cited community support and involvement, and 24-28 percent cited people, families, friendships, and safety. The economy was named as the community's most unhealthy feature by 61 percent of respondents, while "lack of things to do" was given by 16 percent. When asked which individuals need to cooperatively participate for community health, 72 percent of respondents named teachers, 48 percent cited community leaders, and 40 percent said "everyone." Public schools was given by 60 percent of respondents as the group or institution whose involvement was important to community health, while businesses and parents were each cited by 32 percent. Respondents also gave their personal definitions of "health" and suggested ways in which the community's unhealthy features could be improved. (SV)

ED 356 115 RC 019 055

Pacheco, Manuel T.

Bilingual Education: A New Beginning.

Texas Univ., El Paso. Chicano Studies Program.

Pub Date—3 Apr 85

Note—17p; Speech presented at the Rio Grande Forum (El Paso, TX, April 3, 1985). For related documents, see RC 019 056-057.

Available from—Chicano Studies Program, University of Texas at El Paso, Graham Hall, 1st Floor, El Paso, TX 79968-0563 (\$5; 10 or more copies, \$4 each).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, *Bilingual Education Programs, Educational Opportunities, Elementary Secondary Education, English (Second Language), *Equal Education, *Limited English Speaking, *Mexican American Education, Mexican Americans, *Multicultural Education

Identifiers—*Mexico United States Border

This paper discusses the education of Mexican-American students along the Mexico-United States border. A brief review of historical and cultural perspectives suggests that the Mexican population in the border area continues to increase because the area is culturally and linguistically accommodating. Schools that teach the dominant Anglo culture fail in providing equal educational opportunities to students whose cultural and linguistic backgrounds are different. Mexican-American students along the border score lower on achievement tests when compared to their ethnic counterparts away from the border and when compared to Anglo students. The assignment of Mexican-American students to special education classes in border schools is disproportionately high. Mexican-American students along the border have successfully resisted acculturation. Limited English proficiency, however, is a major obstacle to the students' educational achievement. The goals of bilingual education programs are to build on the cultural strengths that the child brings to the classroom, to reinforce native language, to capitalize on the biculture elements in constructing a curriculum, and to retain teachers who are trained and identified with both traditions. Although in Texas all elementary schools are required to have bilingual education programs, it is questionable how effective these programs are in meeting the needs of Mexican-American students and in encouraging cultural and linguistic diversity. (LP)

ED 356 116 RC 019 056

Cortese, Anthony J.

Chicano Socialization and Moral Development.

[Chicano Studies: Occasional Paper Series, No. 1.]

Texas Univ., El Paso. Chicano Studies Program.

Pub Date—Jul 84

Note—29p; For related documents, see RC 019 055 and RC 019 057.

Available from—Chicano Studies Program, University of Texas at El Paso, Graham Hall, 1st Floor, El Paso, TX 79968-0563 (\$5; 10 or more copies,

\$4 each).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cross Cultural Studies, *Cultural Differences, Cultural Traits, Developmental Stages, Elementary Secondary Education, Ethnic Bias, *Mexican Americans, *Moral Development, Moral Values, Piagetian Theory, Research Methodology, *Socialization, Value Judgment

Identifiers—Chicanos, Chicano Studies, *Kohlberg (Lawrence)

This paper questions the applicability of current moral development theories to the Chicano population. The stage theories of Piaget and Kohlberg that emphasize the "universality" of psychological aspects of moral development may be culturally biased. Research indicates that the rate and terminus of moral development is highly variable among cultural settings. Cultural differentiation in moral judgment might not exist if stage definitions were reconstructed to be culture and content-free. Although Chicanos are influenced by the technological and cultural context variables common to the United States, they retain the core values of Mexican folk culture and reject basic aspects of the dominant value system. This is evidenced through Chicano socialization and child-rearing practices. Group morality is based on the premise that the individual learns and internalizes morality enforced by the community. Research on group morality indicates that Chicano children proceed toward a different goal (i.e. cooperation) or final stage of morality rather than progressing at a slower rate of universal moral development. Further cross-cultural research is needed to evaluate the relationship between social structure and psychological structure in relation to moral development. (Contains 81 references.) (LP)

ED 356 117

RC 019 057

Padilla, Raymond V.

Chicano Studies Revisited: Still in Search of the Campus and the Community. [Chicano Studies: Occasional Paper Series, No. 6.]

Texas Univ., El Paso. Chicano Studies Program. Pub Date—Jun 87

Note—24p.; Contains broken type. For related documents, see RC 019 055-056.

Available from—Chicano Studies Program, University of Texas at El Paso, Graham Hall, 1st Floor, El Paso, TX 79968-0563 (\$5; 10 or more copies, \$4 each).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Environment, *College Students, Community Characteristics, Curriculum Development, Educational History, Educational Philosophy, Higher Education, *Intellectual Disciplines, Mexican American Education, *Mexican Americans, *Politics of Education, *Student College Relationship

Identifiers—Chicano Studies

This paper examines the status and history of Chicano studies as an academic field of study. The paper describes the development of Chicano studies in terms of philosophical foundations, identifying the Chicano community, curriculum development, and institutional support. The genesis, shaping, and direction of Chicano studies were largely in the hands of college students. The history of Chicano studies indicates: (1) Chicano studies was more a result of a political ideology than of a solid philosophical position; (2) because of the diversity of the Chicano community, Chicano studies participants invented an idealized stereotype of the Chicano community, which was used as a battering ram to gain political concessions on campus; (3) the key issue in establishing the Chicano studies curriculum was its legitimacy; (4) as an undergraduate liberal arts degree, the Chicano studies curriculum is uncertain about the quality of its courses and its relation to career opportunities; and (5) the initial adversarial relationship between Chicano studies and academia impacted the kinds of institutional support programs could acquire. The future of Chicano studies as a meaningful activity rests on its ability to survive day by day campus processes. It must reformulate the core concepts that initially gave it spark and energy. It must do so in such a way that it reflects acquired experience and the ever changing political complexion of academia and the communities that support it. (Contains 14 references.) (LP)

ED 356 118

RC 019 063

Lavy, Victor

Investment in Human Capital. Schooling Supply

Constraints in Rural Ghana.

World Bank, Washington, D. C.

Report No.—ISBN-0-8213-2321-0; ISSN-0253-4517; LSMs-WF-No-93

Pub Date—[92]

Note—51p.

Available from—Distribution Unit, Office of the Publisher, Department F, The World Bank, 1818 H Street, N.W., Washington, DC 20433, (Stock No. 12321: \$6.95).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *Developing Nations, Educational Attainment, *Educational Finance, *Educational Policy, Educational Theories, Elementary Secondary Education, Foreign Countries, *Human Capital, Rural Areas, *Student Costs, Transportation

Identifiers—Ghana

This paper hypothesizes that the cost differential between primary school and middle or secondary schooling will affect household decisions to invest in any one schooling level in Ghana. Human capital investment is usually modeled in an intertemporal optimization framework in which households or individuals maximize the present value of life-time utility. The main cost emphasized in these models is foregone earnings while in school. Direct costs such as user fees and travel costs are given much less attention. In many developing countries, however, direct costs such as travel expenses can be an important component in household educational decisions. This paper introduces into the Ben-Porath/Heckman model a convex cost function of schooling, and analyzes its implications for school attendance and attainment. Data were drawn from a survey of 1,902 primary school age children in Ghana. The empirical work confirms the prediction of the theoretical model: the cost of advanced levels of education influences primary schooling decisions. If the direct cost of enrollment in middle or secondary schools is much higher than for primary schools, the households reduce investment in primary education. This may be the case because completion of several years of schooling or even a primary school diploma does not lead to the accumulation of any significant amount of human capital; the market consequently treats this level of schooling as no schooling. Thus, the supply constraints on middle and secondary education are at least as important as the supply of primary schools in holding down enrollment rates and causing students to drop out of the education system early. This document contains numerous tables throughout the text and in the appendix. (KS)

ED 356 119

RC 019 065

Hughes, Mary F.

The "Fair Share" Dilemma: Property Wealth, Per Pupil Revenue and Resident Ability To Support Public Elementary and Secondary Education in West Virginia 1991-92. A Technical Report.

West Virginia Education Fund, Charleston. Spons Agency—Claude Worthington Benedum Foundation, Pittsburgh, Pa.

Pub Date—Dec 92

Note—71p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Assessed Valuation, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Expenditure per Student, Financial Policy, *Financial Support, *Fiscal Capacity, *Public Education, Public Schools, Rural Education, School Districts, *School Taxes, State Government, Tax Allocation

Identifiers—*West Virginia

This report examines factors that contribute to the differences in local education funding, per pupil revenue, and local resident ability to support present and future educational services in West Virginia. Based on a variety of data generated during 1989-92, the study indicates: (1) the differences in support for local education are attributed to property values, the mix of property classes, and voter approval of the excess levy; (2) Class III and Class IV property values generate the regular and excess levy revenue, and account for 83 percent of local support for public schools; (3) neither the ability of local residents to pay taxes nor revenues from excess levies are included as components of the measurement for local share of the state basic education program; (4) property values and resident ability to pay taxes are only weakly related; and (5) the large differences in local education funding per pupil revenue

enue between the highest ranked school district and the lowest ranked school district is partly due to the state's use of property tax as the single measure of local fiscal capacity. Because the State contributes 66% of the average local revenue, the bias introduced by the property-tax measure for local fiscal capacity is significant: counties with relatively high property tax revenue but low incomes are severely disadvantaged by such a single index measure. Suggestions about using a composite index are proposed. Appendices include definitions of factors examined in the study, a summary of West Virginia's school financing system, and two data charts. This report also contains 21 tables and charts. (Contains 11 references.) (LP)

ED 356 120

RC 019 067

Indian Education: Whose Responsibility? 18th Annual Report to the U.S. Congress, Fiscal Year 1991.

National Advisory Council on Indian Education, Washington, D.C. Report No.—ED/OESE-92-33

Pub Date—Mar 92

Note—217p.; For previous report, see ED 347 008.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Advisory Committees, Alaska Natives, *American Indian Education, American Indians, Elementary Secondary Education, *Enrollment, *Federal Aid, Federal Indian Relationship, *Federal Programs, *Fellowships, Financial Support, Higher Education, School Demography, Tables (Data), Tribally Controlled Education

Identifiers—Bureau of Indian Affairs, *National Advisory Council on Indian Education, *Office of Indian Education

This report outlines the activities of the National Advisory Council on Indian Education (NACIE) for fiscal year 1991, and presents statistics and information on federally funded Indian schools and educational programs. Part 1 describes NACIE's functions and outlines 12 recommendations to Congress concerning educational policies, funding, and legislation affecting American Indians and Alaska Natives. Part 2 describes the Office of Indian Education's (OIE) program of formula grants to public schools, tribally controlled schools, and Bureau of Indian Affairs (BIA) schools; OIE funding of educational services for Indian children, demonstration projects, adult education, and technical assistance centers; and information on the 120 fellowship recipients in the Indian Fellowship Program. Part 3 details the funding of BIA programs and compares federal agency budgets for Indian education by program and fiscal year. Part 4 contains statistical data on Indian student counts (grades K-12) and federal expenditures by state; public school enrollments and graduates by region and ethnic group; and higher education enrollments by race/ethnicity and sex. Part 5 describes recent Indian education initiatives: the Indian Nations At Risk Task Force, the White House Conference on Indian Education, and BIA consultation hearings. Appendices present profiles of 34 federal educational programs benefitting American Indians and Alaska Natives, abstracts of 6 OIE demonstration projects, and 1991 Federal Register notices about NACIE. This report contains 35 data tables. (SV)

ED 356 121

RC 019 080

Masters, Billie Nave

Culture and Literacy. Part 1: A Historic Overview.

Part 2: The Needs of a Pluralistic Society.

Part 3: Student Perceptions.

Pub Date—[93]

Note—70p.

Pub Type—Information Analyses (070) — Reports

- Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indian Education, American Indians, *Culture Conflict, Educational Attitudes, Educational Change, *Educational Environment, *Educational Philosophy, Elementary Secondary Education, Hispanic Americans, *Minority Groups, Negative Attitudes, Piagetian Theory, Public Education, Public Schools, *Self Concept, *Student Attitudes, Subcultures, Whites

This three-part series of articles discusses restructuring U.S. public education to meet the needs of culturally diverse student populations. Part 1 presents a historic overview of the philosophies and attitudes underlying delivery of U.S. public education. The American school system is slow to change and, for the benefit of the industrialized labor market,

continues to assess and classify each student as a "product." A useful step toward restructuring education would be to redefine the student as "consumer" and to see dropout and literacy rates as indicators of consumer perceptions of the worth of education. Part 2, on the needs of a pluralistic society, discusses cultural diversity in America, tribal bonding in ethnic communities and groups of schoolchildren, and the prevention of gang formation through student participation in acceptable group activities. Part 3, "Student Perceptions," proposes a model of how students evaluate the personal worth of their education. Based on Piaget's social reciprocity theory, this model emphasizes that student perceptions of education are influenced by emotional responses to their educational environment and to their teachers. Negative emotional responses arising from classroom culture conflict lead to negative educational attitudes and lower success rates among minority students. A survey of 320 White, Hispanic, and American Indian students in Grades 8 and 11 found that self-ratings of intelligence and academic ability were low among ethnic minorities, inner-city and reservation youth, and those having a primary language other than English. American Indians generally had the poorest self-ratings. Suggestions are offered for overall restructuring of public school education. (SV)

ED 356 122 RC 019 081

Masters, Billie Nave
Southeast Tribal Worldview and Contemporary America.

Pub Date—[93]

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, American Indians, *Cognitive Processes, Conservation (Environment), Culture Conflict, Educational Change, *Holistic Approach, *Problem Solving Identifiers—*World Views

Patterns of reasoning indigenous to American Indians and Alaska Natives are based upon a fluid holistic mindset, born out of intimate observation of the natural world and predicated on the understanding that nothing exists in isolation. All action has consequence and all interaction is significant. Just as American Indians themselves have been culturally defined through stereotype and generalization, so American Indian philosophy and cognitive process have been pigeonholed by mainstream perceptions and definitions. A coyote tale illustrates the "top-down" nature of Indian problem-solving, that is, analysis of the problem from the perspective of larger encompassing systems. Symptomatic solutions do not address the fundamental nature of a problem. "Why" questions are avoided since they are not geared toward moving from the general to the specific and because causal interpretation does not resolve the problem. Understanding the conflict between holistic Indian and rational mainstream thought not only provides insight into dilemmas of the American Indian community, but also contains the root of solutions to national problems. Frequently, attempted solutions to environmental or educational problems have been symptomatic; i.e., responses to a specific environmental crisis or modification of some instructional feature. Just as environmental and educational issues could benefit from a movement from symptomatic analysis to systemic observation, so could issues of poverty, economy, and crime. (SV)

ED 356 123 RC 019 082

Spohn, Karen And Others

Appalachian Access and Success: A Research Project of the Ohio Board of Regents and a Consortium of Two- and Four-Year Colleges and Universities in Appalachian Ohio.

Advanced Education Research Center, Tustin, CA.; Shawnee State Univ., Portsmouth, OH.

Spons Agency—Ohio Board of Regents, Columbus. Pub Date—Oct 92

Note—283p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *College Attendance, Consortia, *Counselor Attitudes, *Family Characteristics, Higher Education, High Schools, High School Seniors, Institutional Characteristics, Nontraditional Students, *Regional Characteristics, Rural Areas, *Student Attitudes, Surveys

Identifiers—Appalachia, Ohio

The Appalachian Access and Success project aims

to examine the factors that underlie the low level of participation in higher education in the Ohio Appalachia region. Surveys were conducted with the 1992 high school seniors, their parents, their school staff, and a group of nontraditional students who entered college after the age of 25. Section I of this report presents a profile of the high school seniors in Ohio Appalachia. It analyzes seniors' perceptions of their individual characteristics, familial influences, and institutional influences. Section II examines familial and parents' influences by comparing parental perceptions and the perspectives of the seniors. Section III examines the institutional factors influencing the decision to attend college. The perceptions of institutional factors are compared to those of both students and parents. Section IV focuses on nontraditional students in the region, describing their attributes and motivation, academic achievement, family and institutional influences, and their perceived barriers to higher education. Section V of the report examines the influence of regional economic and demographic characteristics on participation in higher education. Section VI and section VII present respectively, conclusions based on the findings of research and the conclusions and recommendations of the project director. Six appendices forming nearly half the report provide: (1) a list of consortium members; (2) survey results tables; (3) various other tables; (4) a list of schools and colleges surveyed; (5) survey instruments; and (6) samples of access programs currently in use. (Contains 84 references.) (KS)

ED 356 124 RC 019 083

Masters, Billie Nave

Woman Spirit: Feminism and the American Indian.

Pub Date—[93]

Note—6p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, Child Rearing, *Females, *Feminism, Nonformal Education, *Sex Role, *Sociocultural Patterns

In mainstream U.S. culture, the idea of gender as a philosophical or spiritual value independent of sex is notably absent, and the presence of the masculine and the feminine in all of us is overlooked. In contrast, the concept of balance and compensation between the fundamental gender-defined energies of the universe is deeply rooted in American Indian philosophy and belief. The role of the feminine in American Indian culture provides insights into how American Indian people define themselves and their society. In early times, the primary responsibility of child rearing and education lay with the tribal elders. In this setting, a child's perception of gender roles became more generalized, not being limited to experience derived from parental contact. Female spirit and power have traditionally been recognized in ceremony, political power, and legend, and have influenced American Indian governance and social organization. Within each of us there are all capabilities. Our young people are on a rampage today because they sense something is missing in life. What they lack is something to do with their heart and spirit, with a true understanding of the meaning of life, with a way of living that embraces both masculine and feminine energy and releases potentials stifled by stereotypes and mainstream social conditioning. Holistic appreciation of tribal wisdom can help to generate the range of solutions necessary to reshape the world for our children and those yet unborn. (SV)

ED 356 125 RC 019 084

Sprabery, Carol A. King, Jo Carol

Effects of Career Education on 9th Graders in Rural Mississippi.

Pub Date—Nov 92

Note—24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Education, Dropout Prevention, *Dropout Programs, Employment Potential, *Grade 9, *High Risk Students, High School Freshmen, High Schools, Questionnaires, Rural Areas, Rural Schools, Self Concept, *Student Attitudes

Identifiers—*Mississippi

This study evaluated a career education program for 141 ninth grade students at Kemper County High School in rural Mississippi in an effort to re-

duce the dropout rate and increase career awareness. A mental health counselor gave students monthly instruction on career issues necessary for vocational life after high school graduation. A local community health center was asked to counsel any students demonstrating emotional problems. A questionnaire was administered to students before initiation of the program and upon completion of the program. Topics discussed during the 9-month career education module were: (1) the importance of career education; (2) positive grooming habits, good health habits, appropriate dress, and self-confidence; (3) communication skills; (4) basic social skills; (5) positive self-esteem and self-concept; (6) practicing good work habits; (7) responsibility for self, problem-solving techniques, and managing personal responsibilities; (8) teamwork; and (9) career alternatives. A significant difference was found between responses to the initial questionnaire and to the concluding questionnaire, using the dependent t-test. The results should be replicated using a control group. The appendix contains a copy of the questionnaire and a table of F values of questions in the questionnaire. (Contains 27 references.) (KS)

ED 356 126 RC 019 089

Strapko, Susan And Others

Restructuring Partnership—Central Office and School Site Collaboration for School Improvement.

Pub Date—Oct 92

Note—25p.; Paper presented at the Convention of the National Rural Education Association (84th, Traverse City, MI, October 12-14, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, *Budgeting, Cooperative Planning, *Educational Cooperation, *Educational Development, Elementary Secondary Education, Improvement Programs, *Participative Decision Making, Rural Areas, School Based Management, *School Restructuring

Identifiers—*Arizona Career Ladder Program, Culturally Relevant Curriculum, *Ganado School District AZ, Navajo (Nation), Outcome Based Education

Located within the Navajo Nation, Ganado Public Schools are committed to improving educational services through a long-term district restructuring process. This process involves: (1) strategic planning and envisioning sessions that generate concrete details of future schools; (2) reorganization of personnel to support curriculum development and implementation; (3) school-based improvement projects; and (4) the Career Ladder Program. This paper focuses on elements of the restructuring process that promote improvement through collaboration between the central administration and the schools. One element, the Career Ladder Program, is an Arizona state pilot project that compensates teachers based on performance and student outcomes. The Career Ladder Program emphasizes collaboration and collegiality among teachers, improvement of instructional strategies, and development of teacher leadership skills relevant to site-based improvement projects. The Foundations of Learning is a culturally relevant curriculum model based on Navajo beliefs and traditions. The Career Ladder Program is collaborating with curriculum support staff to complete alignment of the Foundations of Learning with culturally relevant assessments and interactive instructional strategies. At Ganado High School, the faculty council manages the budget through a collaborative planning process. (SV)

ED 356 127 RC 019 094

Montana's Indian Education. A University of

Montana School of Journalism Special Report.

Montana Univ., Missoula. School of Journalism.

Pub Date—[92]

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcoholism, *American Indian Education, *American Indian Reservations, Bilingual Education, Boarding Schools, Community Colleges, *Cultural Education, *Dropout Prevention, *Educationally Disadvantaged, Elementary Secondary Education, Higher Education, *Substance Abuse

Identifiers—*Montana

Originally presented in newspaper format, this report consists of 13 articles on American Indian edu-

cation in Montana, written by journalism students at the University of Montana. The articles include: (1) "The Relentless Killing of a Culture" (David Zelio) which discusses the cultural genocide committed at boarding schools with the aim of assimilating Indian students; (2) "The Evolution of Indian Education" (Berrard L. Azure) which presents sketches of four Indian college students and their motivations and struggles toward higher education; (3) "Urban Indians Try to Hang on to Ancient Way" (Sharon Alton Moses) which discusses a cultural education program focusing on traditional arts and spiritual values for urban Indians in Missoula; (4) "In Box Elder, Cultivating Cultural Awareness" (Kathy McLaughlin) which discusses cultural education taught by elders at a reservation school as part of the effort to prevent alcohol and drug abuse; (5) "Elmer Main: Struggling to Salvage a Language Nearly Lost" (Sharon Alton Moses) which discusses one man's struggle to preserve the Gros Ventre language; (6) "Minerva Allen: Instilling Pride in a People" (Sharon Alton Moses) which discusses bilingual education in reservation schools; (7) "No School in These Parts" (Karen Coates) talks of the controversy over the lack of a high school on the Northern Cheyenne Reservation and the long bus rides and other effects on Indian students; (8) "The Day Jamie Almost Died" (Elizabeth Ichizawa) about alcohol abuse recovery programs for Indian adolescents; (9) "Healing Youngsters Close to Home" about the Blue Bay Healing Center, a camp focusing on community-based drug and alcohol treatment and prevention for adolescents; (10) "Living without Legends Mean the Dying of a People" (Woody Kipp) discusses alcoholism on the Blackfoot Indian Reservation; (11) "At Rocky Boy's: None of the Money Made Here Stays Here" (Craig Stauber) discusses economic development efforts and problems on Rocky Boy's Reservation; (12) "Tribal Colleges Build to Universities" (Kathy McLaughlin) discusses the growth of Montana's tribal colleges; and (13) "In Browning, Following a New Path" (Karen Coates) which discusses dropout prevention and reentry programs on the Blackfoot Reservation. (SV)

ED 356 128

RC 019 129

Reed, Michael D. And Others

Project Tradition and Technology (Project TNT): The Hualapai Bilingual Academic Excellence Program.

Peach Springs School District #8, AZ.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—89

Note—97p; Photographs may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indian Education, *Bilingual Education, *Cultural Education, *Curriculum Development, Demonstration Programs, *Educational Technology, Elementary Education, Models, Native Language Instruction, Tribally Controlled Education

Identifiers—Academic Excellence Program, *Culture Based Curriculum, *Hualapai (Tribe)

Project Tradition and Technology (TNT) at Peach Springs Elementary School (Peach Springs, Arizona) is 1 of 12 programs recognized nationally as an outstanding model of bilingual education by the U.S. Department of Education. Project TNT is a process-oriented curriculum development model that identifies the community's needs and expectations for its children, and draws on the resources and expertise of the community and the school staff to plan and implement a challenging curriculum. Three interactive program models (the Hualapai Cultural and Environmental Curriculum, the Hualapai Literacy Model, and the Hualapai Interactive Technology Model) form an integrated bilingual bicultural core curriculum that develops student self-esteem, self-confidence in themselves as learners, and student pride in their heritage, as well as increasing academic achievement and language competencies. The key features and educational objectives of each of the three program models are outlined. This booklet provides information on program evaluation results, the Hualapai Reservation, the Hualapai language, the histories of bilingual education and technology use at Peach Springs School, the history of Hualapai schools since 1890, Peach Springs School students and staff, administration and organization at Peach Springs School, program success factors, program philosophy, the curriculum development process, instructional materials devel-

opment, curriculum unit themes, and step-by-step criteria for becoming a replication site for this program. This booklet contains many photographs and graphics. (SV)

ED 356 129

RC 019 204

Atleo, E. R.

Native Education: The Next 100 Years.

Pub Date—25 Sep 91

Note—16p; Paper presented at the Annual Convention of the Canadian Education Association (100th, Calgary, Alberta, Canada, September 24-27, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, *Canada Natives, Educational Change, *Educational History, Educationally Disadvantaged, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Futures (of Society), *Social Integration, Social Theories

Identifiers—*Canada

This paper discusses the history and trauma of Native education in Canada and stresses the importance of integrating the best of the Native culture with the best of the Western culture in future Native education. The paper is organized in three parts. The first section acknowledges the trauma inflicted on the indigenous peoples by means of early and contemporary Native education from the 1600s to the 1900s. Educational practices during this time purposefully denied and ignored the value of Native culture in an unsuccessful attempt to assimilate American Indians into the Euro-Canadian society. Native education remained essentially unchanged until the Federal Government of Canada accepted a proposal in 1973 by the National Indian Brotherhood. This new education policy radically changed Native education by affirming the Native culture and encouraging Euro-Canadians to share in the value of Native culture. The second section of the paper proposes a theory of context. This theory was used to analyze external and internal conditions affecting education during the 1950s through 1970s. It was found that macro conditions of society—political, social, and economic—do affect micro elements such as student achievement. Based upon this theory the last section of this paper speculates upon the next 100 years of Native education in Canada. If Native education is going to be successful, Native culture and knowledge need to be revived and integrated into modern society. This would allow for harmony and respect to exist between all people. Native people cannot do without the strengths of the Western world, which includes science and technology; whereas the Western world desperately needs the strength in the area of human relations, that the Native worldview and value system, characterized by respect between all living things, can supply. (Contains 16 references.) (LP)

SE

ED 356 130

SE 052 878

Reed, James B. Calhoun, John A.

The California Framework for Science Education.

National Conference of State Legislatures, Denver, CO.

Report No.—ISBN-1-55516-310-6

Pub Date—Feb 92

Note—11p.

Journal Cit—State Legislative Report; v17 n2 Feb 1993

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Educational Change, Elementary Secondary Education, Evaluation Methods, *Instructional Innovation, Instructional Materials, *Science Curriculum, Science Education, *Science Instruction, *Scientific Literacy, *State Curriculum Guides, State Programs, *State Standards

Identifiers—*California Science Framework

Recent reports by the National Science Teacher's Association, the National Science Foundation, and the National Education Goals Panel indicate that the science preparation of American children is deficient. In 1990 the State of California published the "Science Framework" guide to curriculum and materials in an effort to address these deficiencies in the science programs in the state's public schools.

The guide is modeled after Project 2061, sponsored by the American Association for the Advancement of Science (AAAS). California devised its Framework to be the master criteria book as the backbone of its six-year plan to refresh, revamp, and improve teaching of the sciences. The Framework emphasizes a thematic approach. The elements of reform include: (1) instructional materials (a state panel evaluates all materials to ensure they comply with and encourage the aims of the Framework); (2) teacher development; (3) technology in the schools; (4) assessment program (assessing the success and cohesiveness of the scientific program on a statewide basis, assessing how Framework reaches its goals, and altering the state assessment program to fit the Framework); and (5) statewide implementation (staff development workshops). The tight state budget is the major obstacle blocking implementation of the Framework. (MDH)

ED 356 131

SE 052 924

Birnie, Howard H.

Science in the Schools. Monograph No. 3.

Saskatchewan Univ., Saskatoon. Coll. of Education.

Pub Date—Apr 91

Note—43p.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Core Curriculum, *Curriculum Development, Educational Philosophy, Elementary Secondary Education, Epistemology, Foreign Countries, *Science and Society, *Science Curriculum, Science Education, Science Programs, *Scientific Literacy, Scientific Methodology, Student Characteristics

Identifiers—*Saskatchewan

The 1990-91 school year is the year of elementary science in Saskatchewan. Precipitated by the Core Curriculum revolution, the implementation of new curriculum in all subject areas from K to 12 begins with science in 1990-91 and continues with other subjects for almost ten years. Scheduled to be implemented after careful assessment and pilot projects are Arts Education in 1991-92, Language Arts and Mathematics in 1992-93, and other subjects in the following years. Science has been subject to the most thorough and extensive review, evaluation and re-design that any curriculum has undergone in the history of Saskatchewan education. As a result a new emphasis on developing scientific literacy and focusing on the uses of science has emerged. The articles in this monograph were written to describe, explain and support the new curriculum to practicing and prospective teachers and others. They were first published in the "Northerner," the weekly newspaper in La Ronge, Saskatchewan. They were written from a northern Saskatchewan base, but are totally applicable to all of Saskatchewan and beyond. Parts 1 to 4 outline the philosophy and characteristics of, and reasons for, the new program. Part 5 outlines scientific literacy; part 6 introduces the new emphasis on science, technology, society and environment; and part 10 gives examples of how the Common Essential Learnings, the heart of Core Curriculum, may be implemented in science. Articles 7 to 9 go into some detail in exploring the nature and epistemology of science in response to the exhortation of the Science Council of Canada to teach an authentic view of science in Canadian schools. Finally, part 12 traces the picture of the awakening science program in northern Saskatchewan. (Author)

ED 356 132

SE 052 933

DiGisi, Lori Lyman Yore, Larry D.

Reading Comprehension and Metacognition in

Science: Status, Potential and Future Direction.

Pub Date—Mar 92

Note—22p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 24, 1992).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Constructivism (Learning), Educational Strategies, Elementary Secondary Education, Higher Education, *Interdisciplinary Approach, Learning Strategies, Literature Reviews, *Metacognition, Misconceptions, *Reading Comprehension, Reading Instruction, Science Education, *Science Instruction, *Teaching Methods

Identifiers—Expository Text, *Reading to Learn Model, *Science Education Research

A central focus in the study of metacognition is

that readers need to recognize what they know about a topic, they need to realize when they have read something they do not understand, and they need to know how to remediate any discrepancies in their understanding. This paper is presented in three sections. The first section discusses what is known from research about teaching students to read scientific text. The discussion includes a review of research reporting on strategies that are effective in helping students read scientific text, research on strategies and other types of metacognitive reading instruction, and research on students' misconceptions about science. The second section provides an assessment of current research efforts involving the interactive-constructive model of reading. The third section suggests topics for future research that can provide insights into teaching students to read and learn from scientific text. Topics that examine the relationships between learners, hands-on science activities, and science reading comprehension include: (1) the relationship between metacognitive strategies and learning science in general; (2) the effects of preconceptions and misconceptions on the comprehension of science and methods of affecting conceptual change in students at all grade levels; (3) the relationship between problem solving in science activities and problem solving in science reading; (4) effective use of text-processing strategies for students at each grade level; (5) Enhancement projects directed toward improving scientific literacy that includes science reading of all types of materials; and (6) comprehension instruction in science. A list (Contains over 50 references.) (MDH)

ED 356 133 SE 052 934

McGinnis, J. Randy

The Taboo and "Non" of Teaching Science-Technology-Society (STS): A Constructivist Approach to Understanding the Rules of Conduct Teachers Live By.

Pub Date—Apr 92

Note—36p; Paper presented at the Annual Meeting of the Southeastern Association for the Education of Teachers of Science (Wakulla, Springs, FL, February 14-15, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Cognitive Structures, Constructivism (Learning), Cultural Context, *Cultural Influences, Elementary Education, Elementary Secondary Education, Environmental Education, Experiential Learning, Field Instruction, Inservice Teacher Education, *Science and Society, Science Education, *Science Instruction, *Teacher Attitudes, Teacher Workshops

Identifiers—*Cultural Values, Environmental Attitudes, Environmental Awareness, Field Based Programs, Taboos

This study qualitatively investigates the taboo and "non" topics of Science-Technology-Society (STS) taught in two local cultures. Taboos are beliefs that constrain behavior by making those behaviors perceived as threatening by the members of the social group forbidden and improper for discussion. "Non" is the Polynesian word that means the opposite of taboo. Topics considered "non" are those topics considered ordinary and generally acceptable. The "non" in STS instruction are those instructional topics that are generally perceived as appropriate for instruction in local cultures. These topics do not threaten the belief systems constructed in local cultures. Two participants in a voluntary 3-week summer STS inservice workshop responded to questionnaire and interview questions in order to construct viable models of the taboos and "noas" of STS topics taught in two local cultures. Both teachers were outsiders to the local culture in which they taught. Data analysis indicated reported differences in the local cultures' taboos and "noas." The first teacher reported taboos that included AIDS, evolution, sex education, extensive investigation of the local water supply, and tree cutting by the county; and "noas" that included the studying of whales and dolphins. The second teacher reported taboos that included abortion, nuclear war, and investigating the local culture's resources such as water and farmland; and "noas" that included creating imaginary animals, and playing with earthworms. This study concludes that some topics are considered taboo by the local culture and therefore are not taught by the teacher. (Contains 17 references.) (MDH)

ED 356 134 SE 052 939

RIE AUG 1993

Yore, Larry D. Craig, Madge T.

Middle School Students' Metacognitive Knowledge about Science Reading and Science Text: Objective Assessment, Validation, and Results.

Pub Date—92

Note—30p; For the interview study, see SE 052 942.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Measurement, Constructivism (Learning), Factor Analysis, Intermediate Grades, Interviews, Junior High Schools, Knowledge Level, Learning Strategies, *Measures (Individuals), *Metacognition, Middle Schools, Models, Reader Response, *Reading Comprehension, Reading Materials, Science Education, Science Instruction, *Science Materials, Test Construction, Validity

Identifiers—*Middle School Students

Much has been written about the value of metacognition. However, little research has identified subsumed intellectual factors, logical operators, and cognitive functions; or has established clear relationships between metacognition and science cognition. This paper presents a study to build a strategic metacognitive model of an efficient, successful science reader based on research results. Other goals are to develop an objective assessment instrument, to validate the instrument, and to provide a profile of middle school students' metacognitive knowledge about science reading and science text. The objective test and interview protocols were developed based on a matrix associated with a theoretical model that crossed 21 comprehension strategies with 3 levels of knowledge: declarative, procedural, and conditional. The objective tests were validated using a group of 532 volunteer students from grades 4 (n=113), 5 (n=108), 6 (n=109), 7 (n=93), and 8 (n=109), and the interview protocols with a random selection of 52 students from those groups. Factor analysis of the students' responses to the objective test generated a metacognitive profile of middle school students' knowledge about science reading and science text. Results of the profiles indicated: (1) surface level declarative, procedural, and conditional knowledge for middle school students on the factors tested; (2) significant differences between high ability readers and low ability readers; (3) a gender difference favoring girls; (4) no increase in metacognitive awareness of science reading and science text in middle school students with additional years of schooling; (5) significant differences between metacognitive domains; and (6) specific strategies that regard reading as an interactive-constructive process. (Contains 14 references.) (MDH)

ED 356 135 SE 052 942

Craig, Madge T. Yore, Larry D.

Middle School Students' Metacognitive Knowledge about Science Reading and Science Text: An Interview Study.

Pub Date—92

Note—40p; For the objective assessment, validation, and results document, see SE 052 939.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, Chi Square, Cognitive Measurement, Cognitive Processes, Epistemology, Intermediate Grades, Interviews, Junior High Schools, *Knowledge Level, *Learning Strategies, Measures (Individuals), *Metacognition, Middle Schools, Models, *Reader Response, *Reading Comprehension, Reading Materials, Science Education, Science Instruction, *Science Materials

Identifiers—*Middle School Students

How science understandings are communicated and how students construct meaning of these communications are central issues in epistemic research. Students' metacognition of the meaning-making process is embedded in this line of research. This paper reports a study to examine children's declarative, procedural, and conditional knowledge of science text and science reading. A random subsample of 52 subjects in grades 4 (n=10), 5 (n=11), 6 (n=11), 7 (n=10), and 8 (n=10) from a sample of 300 students who completed a survey instrument of a larger study was chosen to be interviewed. The gender distribution was 26 males and 26 females and the subjects ranged between high (n=21), average (n=23), and low (n=8) reading ability. Interviews were conducted after students had completed a 63-item survey instrument designed to determine their metacognitive knowledge of science reading and science text. One of five interview protocols

was utilized. Each protocol set is based on 1 of the 21 strategic characteristics of an efficient, successful reader of science text. Each protocol involved declarative, procedural, and conditional questions related to that specific characteristic. Student responses were scored by the researchers and analyzed both quantitatively and qualitatively. Analysis provided the basis for a 10-point profile of the composite metacognitive knowledge of science reading and science text of middle school students. Results indicated: (1) no significant grade differences for any strategy or metacognitive domain; (2) significant reading group differences on one strategy and all cognitive domains; (3) significant gender differences favoring females on two strategies and no differences for metacognitive domains; and (4) good readers' metacognitive knowledge was generally higher than poor readers. An appendix lists the questions for specific strategy and metacognitive domains. (Contains 44 references.) (MDH)

ED 356 136 SE 052 943

Zielinski, Edward J. Preston, Denise D.

The Evolution of Preservice Science Teachers' Concerns about Teaching.

Pub Date—92

Note—20p; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 21-24, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Developmental Stages, Education Majors, Higher Education, *Individual Development, *Preservice Teacher Education, Science Education, *Science Teachers, Secondary Education, *Teacher Attitudes, Undergraduate Students

Identifiers—*Preservice Stages of Concern Questionnaire, *Preservice Teachers

As primary agents involved in reform and innovation in preparation programs, teacher educators require ongoing evaluation of the impacts of change. This paper reports a study to determine preservice teachers' concerns as they progressed through a traditional teacher preparation program and changes in their concerns that may have been attributed to coursework and field experiences. Concerns of undergraduate preservice secondary science teachers seeking certification in Biology, Physics, Chemistry, Earth Science and General Science were measured using the Preservice Stages of Concern Questionnaire in each of the academic years of preparation and determined the progression of concerns through those 4 years of preparation. The results of the investigation indicated that during the freshman and sophomore years, the overall shape of the profiles were not changed. The primary concerns remained informational in nature. During the junior year, the profiles became more student centered, with concerns shifting to consequence, collaboration, and refocusing. The consequence, collaboration, and refocusing concerns rose again during student teaching, indicating that the preservice teacher becomes less concerned with their knowledge and ability to teach and becomes concerned with their impact upon students. The study concludes that these findings differ from other studies which may depend on the different instruments utilized for the study. To study the problem further, a longitudinal study with improved instrumentation, additional sites, and a larger sample size is indicated. (Contains 18 references.) (MDH)

ED 356 137 SE 052 950

Thiele, Rodney B. Treagust, David F.

Using Analogies in Secondary Chemistry Teaching.

Pub Date—Jun 91

Note—22p.

Pub Type—Information Analyses (070)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstract Reasoning, *Chemistry, *Cognitive Development, Cognitive Processes, Concept Formation, High Schools, Literature Reviews, Problem Solving, Science Education, *Science Instruction, *Secondary School Science, Teaching Methods, *Thinking Skills

Identifiers—*Analogies

Recent research literature has highlighted the interest of both teachers and researchers in using analogies to aid students' conceptual understanding. This appears to be especially relevant in secondary chemistry education due to the many abstract con-

cepts that are included in the curricula. This paper reviews recent literature and considers analogy examples from textbooks to identify the advantages and constraints of using analogies to aid the teaching of abstract concepts in secondary chemistry. Particular constraints include: (1) incorrect transfer of attributes; (2) analog unfamiliarity; and (3) stages of cognitive development. (Contains 16 references.) (Author/MDH)

ED 356 138

SE 052 962

Swang, John L.

The National Student Research Center: The Student Research Center Approach to Instruction Program Development Materials.

National Student Research Center, Mandeville, LA.

Spons Agency—American Petroleum Inst., Washington, D.C.; Department of Education, Washington, DC.

Pub Date—[91]

Note—45p; Funding also provided by South Central Bell Telephone, Intertel Foundation, Springhouse Publishing Corp., Graham Resources, and Chevron Oil Co.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Learning, Discovery Learning, Educational Objectives, *Educational Strategies, Elementary Secondary Education, *Interdisciplinary Approach, Manipulative Materials, Middle Schools, Problem Solving, *Program Descriptions, Research Methodology, Science Education, Science Instruction, Scientific Research, *Student Research, *Teaching Methods, *Thinking Skills

Identifiers—Blooms Taxonomy, Hands On Experience, Higher Order Learning, *National Student Research Center, Science Education Research

The National Student Research Center (NSRC) is dedicated to promoting student research and the use of the scientific method in all subject areas across the curriculum, especially science and mathematics. The NSRC facilitates the implementation of a nationally recognized, innovative, and highly effective approach to instruction called the Student Research Center (SRC). The SRC approach to instruction incorporates discovery/inquiry learning, hands-on learning, cooperative learning, interdisciplinary study, self-directed learning, problem solving, and a student centered curriculum. Due to multiple requests for program development materials, this booklet has been developed to describe the Student Research Center program. The booklet includes descriptions of: (1) the SRC approach to instruction that lists the program's 16 educational objectives; (2) the relationship between higher order thinking skills and the scientific method; (3) cooperative learning teams formed in the program; (4) the program as practiced at Mandeville, Louisiana Middle School; (5) the research and publication process; and (6) NSRC scientific research management materials. The development materials include an explanation of SRC contracts; a description of editing skills and abstracting requirements; sample abstracts from mathematics and science research; and examples of the research and publication process for experimental and survey research. A comprehensive bibliography includes over 70 entries. (MDH)

ED 356 139

SE 052 977

Reap, Melanie A. Cavallo, Ann Liberatore

Student's Meaningful Understanding of Science Concepts: Gender Differences.

Pub Date—92

Note—28p; Paper presented at a poster session at the Annual Conference of the National Association for Research in Science Teaching (Boston, MA, March 22, 1992). For related documents, see SE 052 978-979.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Academic Aptitude, *Biology, *Cognitive Style, *Concept Formation, Educational Research, Genetics, Grade 10, High Schools, High School Students, Learning Motivation, Rote Learning, *Science Education, Scientific Concepts, Secondary School Science, *Sex Differences, Standardized Tests

Identifiers—Meaningful Learning, Meiosis, *Mental Models, New York State Regents Examinations, Punnett Square Method

An investigation was designed to reveal, describe, and assess the rote-level and meaningful-level un-

derstandings students attained as they progressed through the learning of new concepts. This study used an assessment technique used in previous research called "mental modeling" to ascertain the nature (meaningful, rote) of the understandings 163 10th grade students acquired. This research also explored factors that may be related to students' acquisition of conceptually inter-related, meaningful understandings, specifically: (1) aptitude, (2) need for achievement, (3) meaningful learning orientation, and (4) gender. The goal of this research was to attain a better understanding of how students may formulate inter-related, meaningful understandings of science concepts. Analysis of the data from the Differential Aptitude Test and need for achievement questionnaire indicated significant gender differences between males and females. Male students scored higher than female students. Meaningful learning orientation was not significantly different between males and females. (PR)

ED 356 140

SE 052 978

Cavallo, Ann Liberatore

Students' Meaningful Learning Orientation and Their Meaningful Understandings of Meiosis and Genetics.

Pub Date—92

Note—53p; Paper presented at the Annual Conference of the National Association for Research in Science Teaching (Boston, MA, March, 1992). For related documents, see SE 052 977-979.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Academic Aptitude, *Biology, *Cognitive Style, Concept Formation, Educational Research, Genetics, Grade 10, High Schools, High School Students, Learning Motivation, *Programed Instruction, *Science Education, Science Instruction, Scientific Concepts, Secondary School Science, Standardized Tests

Identifiers—*Meaningful Learning, Meiosis, *Mental Models, New York, Punnett Square Method

This 1-week study explored the extent to which high school students ($n = 140$) acquired meaningful understanding of selected biological topics (meiosis and the Punnett square method) and the relationship between these topics. This study: (1) examined "mental modeling" as a technique for measuring students' meaningful understanding of the topics; (2) measured students' predisposed; generalized tendency to learn meaningfully; (3) determined the extent to which students' meaningful learning orientation predicted understanding beyond that predicted by aptitude and achievement motivation; (4) examined the consistency of the level of meaningful understanding acquired across the different biology topics; (5) experimentally tested two auto-tutorial instructional treatments (relationships presented to students, relationships generated by students); and (6) explored the influence of meaningful learning orientation, prior knowledge, instructional treatment, and all interactions of these variables in predicting meaningful understanding. The results of correlations and multiple regressions indicated that meaningful learning orientation generally contributed to students' attainment of meaningful understanding independent of aptitude and achievement motivation. Students attained similar levels of meaningful understanding across the different topics and on the relations between the topics. (Author/PR)

ED 356 141

SE 052 979

Cavallo, Ann Liberatore

The Retention of Meaningful Understanding of Meiosis and Genetics.

Pub Date—92

Note—31p; Paper presented at a poster session at the Annual Conference of the National Association for Research in Science Teaching (Boston, MA, March 22, 1992). For related documents, see SE 052 977-978.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Biology, *Cognitive Style, *Concept Formation, Educational Research, Genetics, Grade 10, High Schools, High School Students, Learning Motivation, *Retention (Psychology), Rote Learning, *Science Education, Science Instruction, Scientific Concepts, Secondary School Science, Standardized Tests

Identifiers—*Meaningful Learning, Meiosis, *Men-

tal Models, New York, Punnett Square Method

This study investigated the retention of meaningful understanding of the biological topics of meiosis, the Punnett square method and the relations between these two topics. This study also explored the predictive influence of students' general tendency to learn meaningfully or by rote (meaningful learning orientation), prior knowledge of meiosis, instructional treatment (students told relations between concepts, students asked to construct relations themselves) and all interactions of these variables on the retention of meaningful understanding of the topics. A 50-item Likert instrument taken by the students and teacher ratings of their students' approach to learning (meaningful, rote) were used in combination as a measure of students' meaningful learning orientation. The mental model technique was used to assess students' meaningful-level and rote-level understandings of the topics. Students were given a pre-test mental model on meiosis (prior knowledge variable) and were randomly assigned to the two instructional treatments. Results of correlations indicated that students' attainment of meaningful understanding as measured immediately after instruction was significantly and positively related with their retention of meaningful understanding. Stepwise multiple regressions revealed that students' retention of meaningful understanding of meiosis was predicted by student's meaningful learning orientation and prior knowledge of meiosis. The interactions of meiosis and meaningful learning orientation best predicted both student's retention of meiosis and the conceptual relation between the topics. None of the predictor variables (prior knowledge, meaningful learning orientation, and treatment) nor the interaction terms predicted students' retention of meaningful understanding of the Punnett square method. (Author/PR)

ED 356 142

SE 052 990

Koballa, Thomas R. Jr. Crawley, Frank E.

Attitude-Behavior Change in Science Education: Part II, Results of an Ongoing Research Agenda.

Pub Date—20 Apr 92

Note—31p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (65th, Boston, MA, March 21-25, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitudes, *Behavior, Beliefs, Communication (Thought Transfer), Concept Formation, Educational Research, Elementary Secondary Education, Higher Education, Learning Motivation, Learning Theories, Literature Reviews, Questionnaires, Research Reports, Science Curriculum, *Science Education, Science Instruction, Science Teachers

The theory of reasoned action is a social psychological model that was first considered by science educators in the early 1980s to investigate attitude-behavior relationships. The theory has encouraged intense investigations in the prediction of behavior, development of instruments, and creation of belief-based interventions. This investigation examined 21 studies guided by the theory of reasoned action or theory of planned behavior. These research reports were scrutinized for common and discrepant outcomes as well as improvements to procedures and instrumentation. Assertions were constructed by the researchers from the findings revealed in the reports. Triangulation efforts involved having persons who conducted the studies to react to assertions generated from the written reports. Results of this study indicate that the majority of studies used regression analysis to identify behavioral determinants and by so doing contributed to an understanding of factors that motivate students and teachers to act as they do. Other studies used the tenets of the theoretical models to construct interventions to impact the determinants of science-related behaviors. All contributed in some way to the refinement of instruments used to measure the determinants of action. Thus, assertions were grouped under three main headings: (1) behavioral prediction and understanding; (2) intervention design and implementation; and (3) measurement of model variables. (PR)

ED 356 143

SE 052 997

Peasley, Kathleen L. And Others

Writing-to-Learn in a Conceptual Change Science Unit. Elementary Subjects Center Series No. 54.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 92

Contract—G0087C0226

Note—47p.

Available from—Center for the Learning and Teaching of Elementary Subjects Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$4).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Concept Formation, *Content Area Writing, Educational Research, Elementary School Science, Grade 3, Primary Education, Research Reports, Science Curriculum, *Science Education, Science Instruction, Science Teachers, *Teacher Attitudes, *Teacher Behavior, *Writing Across the Curriculum, Writing Attitudes, Writing Instruction

Teachers and researchers alike have advocated over the last decade writing across the curriculum, which has tremendous potential both for improving the writing process and as a tool for helping students develop subject matter understandings. In particular, evidence shows that writing-to-learn has promise as a powerful tool for supporting students through a process of conceptual change in elementary school science; however, little research has been done in this area. Many researchers believe that social and instruction norms for school science and writing form early and are strongly held. Therefore, the teachers using writing-to-learn in science has a dual challenge: to change the existing norms of science learning from focusing on memorizing facts or doing "neat activities" to developing connections and understanding relationships among ideas and to change the norms for writing from knowledge telling, with the teacher taking on the role of evaluator, to using writing as a tool for puzzling over ideas and making connections. This paper shows how much change is possible in the course of one science unit, given the existing social and instruction norms of both teacher and students in a third-grade science class. It tells of the struggle the teacher went through in trying to use both oral and written discourse in new ways in order to promote student knowledge growth in science and the struggle that students went through as they were presented with the new way of thinking about science and writing. Included is a description of the teacher's gradual shift back to a more traditional way of teaching as she began to "fit" the ideas of conceptual change science teaching and writing-to-learn within her more familiar framework of exposing the students to ideas, finding out what they think, and telling them the scientific concept. Also included is an analysis of two students' writing in science and their perceptions of the ways in which this writing resembles or differs from other writing done in science across the year. (Author)

ED 356 144 SE 053 216
Science Education in the Nation. State of the Scene.

Agency for Health Care Policy and Research (DHHS/PHS), Rockville, MD.

Report No.—AHCPR-91-0050

Pub Date—Sep 91

Note—39p.; Prepared for "Prologue to Action: Life Sciences Education and Science Literacy," a Public Health Service National Conference (Columbus, OH, June 16-18, 1991).

Pub Type—Guides - General (050) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, *Educational Change, *Educational Improvement, Elementary Secondary Education, Excellence in Education, Reference Materials, Science Curriculum, *Science Education, Science Instruction

This general overview of science education in the nation is intended to provide some basic information to those who are new to science education reform. It should also give those who have been active in science education additional information and perspective on the problems faced, prospects for involvement, and an indication of some of the efforts under way to reform the teaching and learning of science. This document presents statistics that depict the state of the nation's science education and discusses 19 developmental issues concerning science education. The document also contains the following sections: Glossary of Selected Terms, Key Acronyms in Science Education, Resources for Science Education, Characteristics of Good Curricula,

Model Programs and Projects, Key Contact Directory, and Selected Bibliography containing over 100 references. (PR)

ED 356 145 SE 053 502

Stephens, Max, Ed. Izard, John, Ed.

Reshaping Assessment Practices: Mathematics Assessment under Challenge. Proceedings from the National Conference on Assessment in the Mathematical Sciences (1st, Geelong, Victoria, Australia November 20-24, 1991).

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-86431-1273

Pub Date—92

Note—424p.

Available from—Australian Council for Educational Research, 9 Frederick Street, Hawthorn, Victoria, Australia.

Pub Type—Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—*Educational Change, Elementary Secondary Education, *Evaluation Methods, *Evaluation Problems, Evaluation Research, Foreign Countries, *Informal Assessment, Instructional Improvement, Mathematics Education, *Mathematics Instruction, Models

Identifiers—Australia, *Authentic Assessment, Mathematics Education Research

The purpose of the Australian conference on mathematical assessment was to address the challenges to traditional methods of assessment that have resulted as part of the call for reform in the mathematics curriculum. The 28 papers presented were: "Who Assesses Whom and To What Purpose?" (Leone Burton); "Assessment of the Learned Structure in Elementary Mathematics and Science" (Kevin Collis); "Concerning about Mathematics Assessment in the United States" (Thomas Romberg); "Assessment: No Change without Problems" (Jan De Lange); "Measurement Models for New Forms of Assessment in Mathematics Education" (Mark Wilson); "Adult Numeracy in an Industrial Context: An Emerging Research Agenda" (Patrick Griffin); "Assessment: As We Sow We Reap" (Gilah Leder); "Developing Assessment Strategies for Mathematics Projects" (Christopher Haines); "New Procedures for Diagnostic Assessment in Arithmetic" (Joy Cummings & John Elkins); "Assessment of School-Based Work" (Sue Jennings); "The Assessment Implications of Open-Ended Tasks in Mathematics" (David Clarke & Peter Sullivan); "Assessment Post Sixteen" (Nigel Price); "Assessment of Challenging Problems and Project Work in Senior Secondary Mathematics" (Gary Davis & Andrew Waywood); "The Development of a Clinical Tool for Initial Assessment of a Student's Mathematics Learning" (Robert Hunting & Brian Doig); "Affective Considerations in Assessing Mathematics" (Beth Southwell & Mon Khamis); "Classroom Practicalities and Constructive Assessment" (David Clarke & Jenny Reed); "Mathematics Profiles (Sue Ferguson); "Comprehensive Assessment at Senior Secondary Level in Victoria" (Max Stephens); "System-Wide Assessment of Extended Mathematical Tasks" (Robert Money & Sue Proud); "Criteria and Standards Based Assessment in Applied Statistical Mathematics" (Graham Maxwell); "Early Experiences in Measurement - Future Directions in Mathematics Programs in Primary Schools (Annette Willis); "Assessing, Grading, and Reporting on Informal Writing for Learning Mathematics" (Andrew Waywood); "Spatial Mathematics: A Group Test for Primary School Students" (Kay Owens); "Patterns of Development with Probability Concepts: Assessment for Informative Purposes" (John Izard); "Assessing Students' Mode of Understanding at the Upper Primary and Secondary Level in the Mathematical Sciences" (John Pegg); "Computerized Assessment in Pretertiary Mathematics" (Kenneth Mann); "Assessment Using a Computer Assisted Learning and Testing System (CALTS)" (Ernest Yu & Rory McAuliffe); and "International Comparison of Grade 7 Students on a Multiple-Choice Mathematics Test" (Vivekanand Mohan-Ram). (CRW)

ED 356 146 SE 053 511

Davidson, Philip M.

Precursors of Non-Positive Integer Concepts.

Pub Date—92

Note—28p.; An earlier version of the paper was presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 1987).

Pub Type—Reports - Research (143) — Speeches/-

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arithmetic, *Cognitive Development, Concept Formation, Educational Games, Elementary Education, Elementary School Mathematics, Elementary School Students, *Integers, *Intuition, *Learning Activities, Mathematics Education, *Mathematics Instruction, Schemata (Cognition)

Identifiers—Cardinality, *Informal Learning, Knowledge Acquisition, *Negative Numbers, Ordinal Numbers

An influential proposal about acquiring mathematical knowledge is that it entails linking instruction-based concepts to intuitions derived from informal activities. In the case of non-positive numbers, informal knowledge is unlikely to emanate from observing physical objects, because non-positive objects or sets of objects do not exist. However, it is hypothesized that such intuitions could derive from experience with actions that undo other actions, such as decrementing a collection or returning to a starting point. Game-like activities involving positive and non-positive actions are used in an exploratory study of 4- to 7-year-old children to examine this hypothesis. The results suggest that children do develop action-based intuitions of non-positive quantities prior to formal instruction, although this knowledge must be described as qualitative and precursory. Similar informal activities could be adapted for use in the early grades to promote an intuitive basis for formal concepts that will be presented later. Activities emphasizing ordinal concepts may be especially useful, as these appear less likely than cardinal concepts to be acquired through casual experience. (Author)

SO

ED 356 147 SO 022 063

Weber, Jane

How Do I Get There from Here? [Teacher's Guide.]

Pub Date—90

Note—19p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Geographic Concepts, *Geography Instruction, Instructional Materials, Intermediate Grades, Learning Activities, Locational Skills (Social Studies), *Maps, Map Skills, *Social Studies, Teaching Guides

Identifiers—Illinois

This lesson plan is designed to give intermediate elementary school students the opportunity to use a highway map to prepare for an imaginary trip to a chosen destination in Illinois or surrounding state. In order to complete the assigned task successfully, students will need to utilize all skills learned during preceding class periods. The major organizing idea reinforced by this lesson is to apply learned skills and knowledge to reading a highway map. The goals include having the students accurately compute mileage between two points on a highway map and to correctly identify and interpret map symbols. The students will be engaged in a direct instruction model that requires the use of basic skills, facts, and knowledge. (LBG)

ED 356 148 SO 022 064

Weber, Jane

Literary Connection: Post-Tree. Teacher's Guide.

Pub Date—91

Note—11p.; Adopted from a lesson entitled, "Those Giving Trees," by Judith K. Bock (Lake Villa, Illinois).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childrens Literature, Elementary Secondary Education, *Geography Instruction, *Reading Instruction, Reading Materials, Teaching Methods, *Trees

This lesson plan is designed for grade levels 2-12 to show how children's literature may be used to teach geography and reading at the same time. The focus of the lesson is on trees, and how humans interact with their environment. The information for teachers includes: grade level, purpose, time needed, theme, description, materials needed, objectives, procedures, and extended lessons. (DB)

ED 356 149 SO 022 118

Davis, E. Dale

Teaching the Reading and Study Skills Needed in Junior High School Social Studies Classes.

Pub Date—Nov 92

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, *Critical Thinking, Elementary School Teachers, Grade 7, Grade 8, Grade 9, Junior High Schools, Junior High School Students, *Reading Assignments, *Reading Skills, Skill Development, *Social Studies, *Study Skills, Teacher Role

This study sought to identify effective methods that select, junior high school, social studies teachers found useful in promoting the reading and studying of printed materials. In the course of the research, 78 teachers identified specific procedures they had used to increase seventh, eighth, and ninth grade students' effectiveness in studying social studies content. Respondents suggested that teachers should: (1) provide an introduction to the textbook early in the course; (2) make assignments clear and reasonable; (3) teach students any special vocabulary that the textbook used; (4) help students learn to read for the main ideas and identify the author's the author's organizational plans of reading materials; (5) encourage students to read widely on the assigned topic; (6) determine the reading level of students and of their reading assignments; (7) review research and evaluation skills with students; (8) assist students in appreciating past-present and cause-effect relationships; (9) instruct students in methods of evaluating what they read; and (10) use a directed reading approach early in the course. Junior high school students need help in developing higher level thinking skills. Social studies teachers are the keys to helping students develop the necessary critical thinking and reflective reasoning abilities. (LBO)

ED 356 150

SO 022 198

Dalhousie, Leo. Ed. And Others

World War II, Past and Present. Curriculum Development for History Teaching in the Netherlands.

National Inst. for Curriculum Development (SLO), Enschede (Netherlands).

Pub Date—91

Note—22p.; Paper presented at the Internationales Padagogikseminar: Die Erinnerung an Auschwitz im Unterricht Probleme und Perspektive (Brussels, Belgium, November 4-8, 1991).

Available from—National Institute for Curriculum Development, Postbox 2041, 7500 CA Enschede, The Netherlands.

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, Content Analysis, Controversial Issues (Course Content), *Curriculum Development, Foreign Countries, *History Instruction, Secondary Education, Secondary School Students, *Student Attitudes, Teaching Methods, *Textbook Evaluation, Values Education, War, *World War II

Identifiers—*Netherlands

This paper discusses a project that was designed to explore Dutch student attitudes about World War II and how the War is portrayed in Dutch history textbooks. The project was undertaken as part of an effort to help teachers provide Dutch students with better insight into the causes, background, and aftermath of World War II; and to develop in the students a greater awareness of the values that were at stake. With the project, students come to understand that the values at stake during World War II are relevant to the expressions of racism and fascism that exist in the world today. The project includes an examination of the portrayal of World War II in seven Dutch textbooks. Ideas for helping students undertake historical research including primary sources are presented, as are ideas for helping teachers deal with various dilemmas they may face in teaching about World War II. Additional discussion questions that are addressed include: What image do students have of World War II? What is a world war? How can the Holocaust be treated in class? and What is the answer of history education? (Contains 7 references.) (DB)

ED 356 151

SO 022 232

Education in Denmark: A Brief Outline.

Ministry of Education, Copenhagen (Denmark).

Pub Date—90

Note—11p.

Available from—Danish Ministry of Education, Frederiksholms Kanal 21, DK-1220, Copenhagen K, Denmark.

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Educational Policy, Educational Quality, Elementary Secondary Education, Foreign Countries, *Government School Relationship, Higher Education, *Lifelong Learning, Public Education, School Based Management, Technological Advancement

Identifiers—*Denmark

Each year 2.5 million Danes participate in government funded educational activities. The government's aim is to ensure high educational standards. Government policy gives a high priority to courses promoting technological expansion and competitiveness in export markets. Vocational education tends toward trades with favorable job prospects. Decentralization and increased local autonomy in education leave decision making in the hands of educational institutions and local communities. Policy making seeks to promote higher quality education and training. Compulsory education continues for 9 years. Special education aids learning for slow learners. Through the class teacher system, the same instructor stays with students throughout their schooling and is an intermediary in school-home cooperation. There is a 200-day school year and a low teacher-student ratio. Upon completing general education at the "Folkeskole," about one third of the students opt for 3 years of further learning in the "Gymnasium." Fifteen percent then pursue higher education. There is also a wide variety of adult education offerings. Approximately 1 million Danes participate in voluntary leisure time education. With the growing need for in-service training, many adult workers participate in vocational training courses. There is also a special program of training for the longterm unemployed, educational and vocational guidance throughout the entire system, and broad state support for learning through grants and loans. (LBO)

ED 356 152

SO 022 246

Reuter, Lutz R.

One Year after the Revolution: Politics and Policies of Education in the Eastern German States.

Bundeswehr Univ., Hamburg (Germany).

Report No.—ISSN-0175-310x

Pub Date—Mar 91

Note—35p.; A publication of the Pedagogy Division. Revised version of a paper presented at the Annual Conference of the German Studies Association (15th, Los Angeles, CA).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, Educational Quality, Elementary Secondary Education, Foreign Countries, Political Socialization, *Revolution, Social Change, *Socialism

Identifiers—East Germany, *Germany

Complaints about changes in East German education following the break-down of the communist system are widespread. Critics are dissatisfied with: (1) the rapid pace of change; (2) the lack of genuine East German solutions; (3) the loss of the German Democratic Republic's (GDR's) identity; (4) dominance by Western Germany; and (5) the lack of West German sensitivity to the east's problems. Over time, easterners realized that GDR's rigid socialist education system had to be changed. The scope of political indoctrination in the schools and the dearth of meaningful education and training, combined with growing instability in the Soviet Union, left little room for gradual change. Strong support for conservatives in western Germany in the long run helped keep Helmut Kohl, a strong proponent of reunification, in power. There was little significant effort to improve East German education. East and West German concepts of egalitarianism differed greatly, with the East promoting uniformity and the West employing a structurally differentiated system of educational "tracks." The post-reunification goals of academic freedom and decentralization will require further changes. East German education will continue to face problems of finance, teacher quality, restructuring, and a lack of private support. Nonetheless, in 10 years, East Germany is likely to occupy a highly competitive educational position in Germany and the European Community. (Contains 32 references.) (LBO)

ED 356 153

SO 022 359

Regional Seminar on Community Support for

Education and Participation in Educational Management (Bali, Indonesia, October 30-November 4, 1989). Report.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Pub Date—91

Note—119p.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Involvement, *Community Support, *Developing Nations, *Educational Administration, Elementary Secondary Education, Foreign Countries

Identifiers—*Pacific Rim, *UNESCO

In recent years issues concerning community support for education and participation in educational management have come to the fore in developing Asian and Pacific countries. The United Nations Educational, Scientific, and Cultural Organization, Principal Regional Office for Asia and the Pacific (UNESCO/PROAP) has organized regional training seminars concerning educational planning and management at the systems, micro-, and institutional levels. The seminar reported in this document included: (1) country presentations; (2) thematic presentations; (3) group reports and site visits to educational institutions; and (4) discussions of regional cooperation and national follow-up activities. The thematic presentations addressed the rationale, potentiality, and constraints upon promoting community support for and participation in educational management and implementation mechanisms for promoting such support and participation. Four annexes and four appendices are attached. (LBO)

ED 356 154

SO 022 360

Work Plan of APEID for the Fifth Programming Cycle, 1992-1996. A Report of the APEID Programme Development Meeting (Chiang Mai, Thailand, August 28-31, 1990).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—91

Note—118p.; Plan developed in accordance with guidelines and recommendations made at the Regional Consultation Meeting of the Asia and Pacific Programme of Educational Innovation for Development (12th, Chiang Mai, Thailand, August 20-27, 1990).

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Developing Nations, Educational Finance, *Educational Improvement, Elementary Secondary Education, Equal Education, Foreign Countries, *International Educational Exchange, Technological Advancement

Identifiers—*Asia Pacific Region, UNESCO

This document is a work plan for the UNESCO Asia and the Pacific Programme of Educational Innovation for Development (APEID) for the period 1992 through 1996. The plan provides a general framework for APEID, including a formulation of annual schedules of activities with due regard to available resources and funding. The document discusses three major program areas: (1) universal primary education; (2) science, mathematics, and technology education; and (3) reorientation and qualitative improvement of secondary education. The plan further divides each major program area into individual action areas. A general discussion of the proceedings is included; lists of participants and members of the task force are attached. (LBO)

ED 356 155

SO 022 501

Weintraub, David

Increasing Middle School and High School Enrollment in Choral Groups by Developing a Revised Curriculum through Cooperative Group Process.

Pub Date—92

Note—164p.; Ed.D. Practicum, Nova University. Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Choral Music, *Cooperative Learning, *Curriculum Development, Educational Objectives, Evaluation Methods, Group Dynamics, *High Schools, Intermediate Grades, Junior High Schools, Junior High School Students, Middle Schools, *Music Education, Singing

Identifiers—Middle School Students

The goal of this practicum was to increase the number of students enrolled in the middle school

and high school chorus. A secondary goal was to introduce teachers to group process, as a method of writing curriculum. To meet both ends, the subject of recruitment was incorporated into the curriculum plan. The practicum was conducted in a public school system located in a suburban community, along the northeastern Atlantic coast. Current enrollment in the public school system is 5,050 students. A program was designed that allowed teachers to modify the curriculum incorporating recruitment ideas. The program began in the spring after fall registration and continued into the summer with a curriculum committee that correlated the choral curriculum to the general music curriculum. The fall term began with a sharing of new ideas on recruitment, the use of higher levels of educational objectives, and evaluation techniques. Teachers were asked to list skills needed to maintain high standards of choral music. These skills, which included ideas on recruitment were later discussed, and using consensus, were transformed into educational objectives. After 10 months of implementation, most of the results of the practicum were favorable. Enrollment in choral ensembles increased and teachers demonstrated that by using a logical progression of brainstorming, consensus, implementation, and modification, a group process curriculum could be developed. Eleven tables are included; 13 appendices are attached. (Contains 60 references.) (Author/LBG)

ED 356 156

SO 022 511

Tuttle, William M., Jr.

"Daddy's Gone to War": Father Absence and Its Differential Effects on America's Homefront Girls and Boys during the Second World War—and After.

Pub Date—90

Note—27p.; Paper presented at the Annual Meeting of the Berkshire Conference on the History of Women (8th, New Brunswick, NJ, June 9, 1990). Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Fatherless Family, *Fathers, *Individual Development, *Parent Child Relationship, *Parent Role, *Psychological Studies, *Sex Differences, *United States History, *Women's Studies, *World War II

The absence of fathers during World War II had differing effects on the development of identity in boys and girls. Articles and research of the era discussed boys' separation from their fathers but largely failed to address daughters' loss of paternal influence. Evidence suggests that for both boys and girls, the problem was not primarily the separation of children from their fathers but rather, the manner in which the mother dealt with the absence and the father's return. Recent research indicates that girls derive their basic sense of identity from experiencing themselves as being like their mothers. They emulate their mothers' behaviors and continue to identify with their mothers through childhood. There is research that suggests that father absence may increase aggressiveness in girls and perhaps allow them to develop less traditionally feminine sex roles. (LBG)

ED 356 157

SO 022 601

Shaughnessy, Mary Angela

A Primer on Law for DREs and Youth Ministers. National Catholic Educational Association, Washington, DC. Dept. of Religious Education.

Report No.—ISBN-1-55833-113-1

Pub Date—92

Note—70p.

Pub Type—Reports - Descriptive (141)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Catholics, Clergy, *Court Litigation, Elementary Secondary Education, *Legal Problems, *Parochial Schools, *Religious Education

Identifiers—Canon Law, *Catholic Church, Directors of Religious Education, Youth Ministers

This document is a discussion of civil and canon law as they apply to directors of religious education and youth ministers working in the Catholic Church. Courts no longer exercise judicial restraint with regard to matters of religion as they did before 1960; nor does the doctrine of charitable immunity still protect churches and other charitable organizations from liability for their negligent acts. The book presents the following: (1) "Civil Law Considerations for Parish Programs"; (2) "Tort Law: Some Responsibilities and Liabilities"; (3) "Consider-

ations Regarding Canon Law and Governance"; (4) "Directors, Staff, and Volunteers: Rights and Duties"; and (5) "Some Key Questions and Concerns." A bibliography of 26 books, case citations, and other works is attached. (LBG)

ED 356 158

SO 022 609

Lee, David

Women and Geography, 1992: A Bibliography.

Pub Date—92

Note—16p.; This bibliography updates ED 305 316.

For earlier bibliographies, see ED 343 820, ED 289 790, ED 252 480, and EJ 314 459.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developing Nations, *Females, Foreign Countries, *Geography Instruction, Higher Education, *Human Geography, Information Sources, Sex Differences, *Sex Role, Social Science Research, Womens Studies

The 1992 annual update to "Women and Geography: A Comprehensive Bibliography" (1988) contains 168 entries that examine gender considerations in human geography. Among the items which the bibliography cites are references to published articles in U.S. and foreign journals, books and chapters of books, and papers presented at professional meetings, including the 1992 meeting of the Association of American Geographers in San Diego, California. The original bibliography presented 658 entries. (LBG)

ED 356 159

SO 022 640

Social Studies: Graded Course of Study.

Cincinnati Public Schools, Ohio. Dept. of Administration, Curriculum, and Instruction.

Report No.—SST-91-01

Pub Date—92

Note—405p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Curriculum Development, Curriculum Guides, Educational Assessment, *Educational Objectives, Educational Strategies, Elementary Secondary Education, *Social Studies, *Student Educational Objectives

Identifiers—Cincinnati Public Schools OH

This social studies course of study for the Cincinnati (Ohio) Public Schools is organized into four sections. Section 1 highlights the broad changes from the previous course of study in the Overview, Introduction, and Special Program Features sections. Program features described in detail include significant areas of new emphasis: history education, multicultural education, geography education, citizenship and law education, economic education, interdisciplinary planning, teaching strategies, and the use of modern technology, equipment, and learning materials. Section 2 states the philosophy of the social studies program, and lists program goals, program/course listings, sequence and level/course descriptions. Much of this section is devoted to scope and sequence charts that link program goals and program objectives with specific student objectives. This section also includes special adaptations of the social studies program for particular programs and schools within the school district. Section 3 identifies intervention strategies and various means of assessment for individual and total program evaluation. Section 4 lists promotion standards for the primary, intermediate, and middle school levels. (DB)

ED 356 160

SO 022 726

Police: A Teacher's Guide and Student Notebook.

Revised Edition.

Northwest Territories Dept. of Education, Yellowknife.

Pub Date—87

Note—106p.; For a related document, see SO 022 727.

Pub Type—Guides - Classroom - Teacher (052)—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Foreign Countries, Grade 4, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, *Language Acquisition, Law Enforcement, *Police, *Social Studies, Student Attitudes, Student Educational Objectives, Teaching Guides, *Teaching Methods, *Units of Study

Identifiers—*Northwest Territories

The unit presented in these materials is designed for alternative programs at or about the 4-6 grade level for use by teachers in the Northwest Territories (Canada) and their elementary school students.

The unit uses the language development approach with the ultimate aim of giving students an understanding of the concepts related to law enforcement, an empathy for law enforcers, an appreciation and respect for law enforcement, and decision making and problem solving skills. The language development approach has three phases: (1) concept development/language exposure; (2) language practice (to reinforce the language that the student needs to understand, talk, and write about law enforcement), and (3) communicative application (providing students with opportunities to show that they can use the language items studied to assess what they have learned). The Students Notebook contains the unit's nine lessons, which include: "Police Officers Are Law Enforcers Hired for the Protection of People and/or Property"; "Sometimes Police Officers Are Falsely Accused of Making Mistakes"; and "As Citizens We May Sometimes Help with Law Enforcement." The Teacher's Guide includes the following information to assist teachers with the unit: aim, rationale, context, the language development approach; "before teaching this unit"; guidelines for evaluation; unit evaluation checklist; points to consider; rules of brainstorming; arranging for speakers; creating a classroom atmosphere conducive to teaching about this unit; timeline for implementation; and a list of resources for this unit. (DB)

ED 356 161

SO 022 727

Rules and Laws: A Teacher's Guide and Student Notebook. Revised Edition.

Northwest Territories Dept. of Education, Yellowknife.

Pub Date—87

Note—83p.; For a related document, see SO 022 726.

Pub Type—Guides - Classroom - Teacher (052)—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Citizenship Education, Foreign Countries, Grade 4, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, *Language Acquisition, *Law Related Education, *Laws, Social Studies, Student Attitudes, Student Educational Objectives, Teaching Guides, *Teaching Methods, *Units of Study

Identifiers—*Northwest Territories

The unit which this teacher's guide and student notebook are designed to implement is intended for use with students in grades 4-6 in the Northwest Territories (Canada). The unit aims to develop in students an understanding of the concepts related to rules and laws; the need to deal with rules and laws in a constructive manner; and an appreciation for the positive aspects of rules and laws. The unit also aims to reinforce the language that students need to understand, talk and write about rules and laws. The unit features seven lessons, which are addressed in both the teacher and student materials. The seven lessons are entitled: (1) "A Rule is a Generally Accepted Guide of Conduct"; (2) "It is Usually Important to Follow Rules"; (3) "Sometimes It May Be Necessary To Break a Rule"; (4) "A Law is a Special Type of Rule"; (5) "Many Laws Play a Part in Our Lives"; (6) "Laws Are Made for the Protection of People and/or Property"; and (7) "All Groups of People Have Rules of Conduct Which Must Be Followed by All Members." The teacher's guide provides information to assist teachers divided into the following categories: aim, rationale, context; the language development approach; before teaching this unit; guidelines for evaluation; unit evaluation checklist; points to consider; rules of brainstorming; arranging for speakers; creating a classroom atmosphere conducive to teaching this unit; timeline for implementation; and a list of resources for this unit. (DB)

ED 356 162

SO 022 742

Swagerty, William R.

Using Books to Illustrate a World without Them: Selecting Materials for the Newberry Library Exhibition, "America in 1492."

Pub Date—92

Note—36p.; Paper presented at the Annual Meeting of the Organization of American Historians (Chicago, IL, April 3, 1992).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Culture, *American Indian History, Exhibits, *Historiography, *Latin American History, Library Collections, Library Materials, Library Research, *North American

History. *Primary Sources
Identifiers—*Columbus (Christopher), *Newberry Library IL

The Newberry Library, (Chicago, Illinois) lays claim to holding within the Edward E. Ayer collection the finest single collection of books on the culture and history of native America. This paper discusses the mandates and challenges that confronted the Newberry staff when it mounted its quinquennial exhibition entitled, "American in 1492." Written by the exhibit's curator, the paper focuses on how the curatorial staff dealt with certain central facts; namely, that: (1) virtually all of the available materials were produced by Europeans; (2) the civilizations of America in 1492 all lacked printing while in many European countries printing was becoming widespread; and (3) most of these American civilizations lacked complex written records. Thus the task of the library was to mount an exhibit using primarily European print media—that offered a necessarily European perspective—to illustrate worlds lacking printed materials on the eve of the Columbian voyages. Their success in doing so is assessed, and the methodology employed by the curators in selecting among the available materials is outlined. Two hundred forty-three items became part of the actual exhibition. By category of medium they were as follows: 92 books, 8 manuscripts, 6 maps, 38 original flat art works, 44 pieces of reproduced art, 52 artifacts, 2 objects borrowed from private lenders, and 1 modern Pueblo Drum. About one-third of the items were made or interpreted primarily by native hands or voices. A checklist of items included in the exhibit is appended. (DB)

ED 356 163 SO 022 776
Japan's Global Role: Proceedings from the Symposium (2nd, Honolulu, Hawaii, October 25-26, 1991).

Hawaii Univ., Honolulu. East-West Center; Japan-America Society of Hawaii, Honolulu.
Pub Date—91

Note—157p; Sponsored in cooperation with the Center for Japanese Students at the University of Hawaii. Wo International School of Punahou School and the Pacific and Asian Affairs Command.

Available from—Japan-America Society of Hawaii, P.O. Box 1412, Honolulu, HI 96806 (\$3).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Asian Studies, Cultural Influences, Economics, *International Relations, Political Science, Social Influences, Technological Advancement

Identifiers—Japan

This document consists of eight presentations with responses given at the second in a series of symposia sponsored by the Japan-America Society of Hawaii in a series of symposia sponsored by the Japan-America Society of Hawaii. Having emerged as an economic superpower, Japan's role on the global stage is still finding its full range and is a topic of great concern to the international community, while Japan's political, economic, cultural, and technological impact affects the lives of individuals on every continent. The speakers represented a mix of experts in all these areas from Japan and the United States. The presentations are grouped under four headings. They are: "Political and Strategic Decisions" (Makoto Momoi, Robert Scalapino; respondent William Wise); "Economic Directions" (Kazutami Yamazaki; Urban Lehnner; respondent James Kelly); "Scientific & Technological Impacts" (Tetsuya Endo, Glen Fukushima; respondent Ronald Hays); and "Social & Cultural Influences" (Hidetoshi Kato, Thomas Kasulis; respondent Fumiko Mori Halloran). Certain educational issues are also discussed in this last section, notably ways in which Japanese practices of cooperative learning and of teaching morality in the classroom without tying it to religion might serve to temper America's extreme emphasis on individualism and competitiveness as well as the fixed idea that morality and religion are inseparable. The document also includes a preface, foreword, summary, and list of participants. (LBG)

ED 356 164 SO 022 824

Singh, Raja Roy
Educational Perspectives for the Twenty-first Century: Asia-Pacific Perspectives. [A Synthesis of Papers Presented at a Regional Symposium on Qualities Required of Education Today To Meet the Foreseeable Demands of the Twenty-first Century (Bangkok, Thailand, August 16-18, 1990).]

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—91

Note—113p.
Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Educational Change, Elementary Secondary Education, Foreign Countries, *Futures (of Society), Higher Education, *International Educational Exchange, Moral Values, Technological Advancement

Identifiers—Asia Pacific Region, Twenty First Century

The future of the political, social, cultural, and economic sectors will depend on the contributions of today's students. In rethinking education to cope with rapid change, innovation, technology, and research are indispensable tools of education. This book is a synthesis of ideas contained in papers presented at a symposium sponsored by UNESCO's Asian Centre of Educational Innovation for Development. Part 1, "Perspectives of Change," includes chapters entitled "Time: Change: Education" and "The Framework: Emerging Growth Points: Problems." Part 2, "Prospects," includes the chapters, "Envisioning Future Education"; "Educating System as an Open System"; "Knowledge-base of Education"; "Knowing-Learning-Teaching: The Process"; "Values: The Centre that Holds"; and "Implications for Planning of Education." An annex provides a list of speakers and their papers. (LBG)

ED 356 165 SO 022 850

Klein, Tracy E.

Teaching Tolerance: Prejudice Awareness and Reduction in Secondary Schools.

Pub Date—May 92

Note—29p.; Master's Thesis, Dominican College (California).

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Objectives, *Educational Research, Grade 12, High Schools, High School Seniors, *Racial Bias, Racial Discrimination, Racial Relations, *Stereotypes, *Student Attitudes. This study examines attitude changes among 30 college-bound high school seniors in California regarding prejudice and racism. Students were pre-tested using a 60-item Likert-style opinionnaire, received instruction about tolerance of differences and were post-tested immediately following the 3-week unit of instruction, which included reading and viewing multicultural material and performing exercises in critical thinking, esteem, and personal reflection. The findings of the study showed increased awareness and tolerance in the attitudes of the students. Student attitudes changed on a number of questions, as reflected on the post-test. A literature review and a copy of the opinionnaire are included as well as a data table showing post-test results for 10 items. (Contains 29 references.) (DB)

ED 356 166 SO 022 913

Goldstein, Steven M.

China at the Crossroads: Reform after Tiananmen.

Foreign Policy Association, New York, N.Y.

Spons Agency—Henry Luce Foundation, New York, N.Y.

Report No.—ISBN-0-87124-148-X; ISSN-0017-8780

Pub Date—92

Note—133p.

Available from—Foreign Policy Association, c/o CUP Services, P.O. Box 6525, Ithaca, NY 14851 (\$7.50, postage and handling, \$2.50).

Journal Cit—Foreign Policy Association Headline Series, n298 Win-Spr 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communism, Current Events, Foreign Countries, *Foreign Policy, *International Relations, Political Influences, *Political Science, Social Change, World Affairs

Identifiers—*China, *Tiananmen Square Uprising

This publication analyzes the reform movement in China before and after the Tiananmen Square demonstrations of 1989. In the aftermath of the cold war and because of recent mutual hostility, U.S.-Chinese relations are at a critical juncture. The events leading up to and encompassing the demonstrations in Tiananmen Square and the brutal manner in which the Chinese government dealt with them are de-

scribed. Comprised of five sections, the volume's first section examines the reform movement in China leading up to Tiananmen. The period of 1978-89 was filled with a number of major reform efforts, with the focus on economic development. The second section examines the reform movement in the wake of Tiananmen Square. For more than 2 years after the demonstrations, the reform process faltered. Price reform, an expanding entrepreneurial sector, and foreign trade were three areas in which economic progress was made. The third section examines Chinese foreign policy, which for many decades existed largely in the context of the Sino-Soviet-American "strategic triangle." The manner in which the Chinese government dealt with the Tiananmen crisis in terms of its relations with the rest of the world—at first defensively and then aggressively courting favorable world opinion—is the focus of the section. The fourth section examines Sino-American relations. The foundation of this relationship throughout the 1970s and most of the 1980s was a common opposition to the Soviet Union. The role of Taiwan in Sino-American relations also is examined in this section. The fifth section is concerned with China's future, including such topics as reform and succession and Sino-American relations and the new world order, as well as U.S. reassessment. While the United States and China have major areas of disagreement, the two countries need to work out a mature, more complex, post-cold war relationship. A reading list of 18 items and questions for classroom or community discussion are included. (DB)

ED 356 167 SO 022 926

Moore, Cosette

Learn & Play Olympic Sports: Curriculum Guide for Teachers Grades 3, 4, and 5.

Amateur Athletic Foundation of Los Angeles, CA.

Pub Date—92

Note—118p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Athletics, Elementary Education, Experiential Learning, Geography Instruction, Grade 3, Grade 4, Grade 5, Instructional Materials, *Interdisciplinary Approach, Language Arts, Learning Activities, Mathematics Education, *Olympic Games, Physical Education, Social Studies, Teaching Guides, Teaching Methods

This curriculum guide is intended for teachers to use with students in grades 3, 4, and 5 and features lesson plans that focus on the Olympic Games. The guide is part of a larger program sponsored by the Amateur Athletic Foundation of Los Angeles that is targeted at southern California students, ages 8-10, who were born just before or after the 1984 Los Angeles Olympic Games. The lesson plans included in this guide are intended to be incorporated into the disciplines of mathematics, geography, language arts, science, social studies, and physical education. Lesson plan examples are: "Learning Geography through Olympic Flame Route" (geography) and "Calculating Amount of Calories and Energy Spent in Exercise" (mathematics). (Contains 30 references.) (DB)

ED 356 168 SO 022 940

Monroe, Suzanne S.

Margaret Mead: Anthropological Perspective on Educational Change.

Pub Date—92

Note—36p.; Faint type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anthropology, *Educational Change, Elementary Secondary Education, Futures (of Society), Higher Education, *Social Attitudes, Social Change, Teacher Student Relationship, Technological Advancement, Theory Practice Relationship

Identifiers—*Mead (Margaret)

Anthropologist Margaret Mead focused much of her thinking, speaking, and writing on education and the impact of rapid change on educational theory and practice. The history of Mead's writings shows sensitivity to both tradition and change. A selection of 12 of Mead's publications provides insight into Mead's innovative and thought-provoking ideas. Even while engaged in field studies in the Pacific, Mead wrote regularly about anthropology and education. Her earliest professional writings show an awareness of technical change, of the educational adjustments required, and of the outmoded teaching system then in use. She observed the tremendous emotional and social significance of every

action by the teacher within the context of the community. Mead raised the issue of education as a mechanism of social change. She also contrasted schools oriented toward the past and those that looked toward the future. Through her writings, Mead called for a more innovative, circular approach to education. Her recommendations included teaching patriotism for the world as a whole and setting aside old assumptions in favor of ideas consistent with a changing world. (LBG)

ED 356 169 SO 022 943

Foundations of Freedom Instructional Media. Advisory List.

North Carolina State Dept. of Public Instruction, Raleigh. Media Evaluation Services.

Pub Date—May 92

Note—17p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Constitutional History, Court Litigation, *History Instruction, *Primary Sources, Secondary Education, Social Studies, *United States History

Identifiers—Bill of Rights, Declaration of Independence, United States Constitution

This instructional media advisory list was compiled to support the teaching of U.S. founding documents in North Carolina schools. Many entries in the annotated bibliography focus directly on such works as the Declaration of Independence, U.S. Constitution, and Bill of Rights. Other items that are cited reflect contemporary applications of the principles and ideals set forth in these historical instruments as well as their evolution and interpretation over time. To accommodate the broadest range of reading and ability levels, the list includes materials appropriate for grades two through twelve. The list includes citations for items with interdisciplinary and multicultural aspects. A directory provides the names and addresses of publishers. (LBG)

ED 356 170 SO 022 952

Glewwe, Paul Jacoby, Hanan

Estimating the Determinants of Cognitive Achievement in Low-Income Countries: The Case of Ghana. Living Standards Measurement Study.

World Bank, Washington, D. C.

Report No.—ISBN-0-8213-2271-0; ISSN-0253-4517; LSMS-WP-91

Pub Date—92

Note—87p.

Available from—The World Bank, Office of the Publisher, 1818 H Street, N.W., Washington, DC 20433 (\$7.95).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Educational Research, Foreign Countries, *Human Capital, *Institutional Characteristics, Middle Schools, *School Holding Power, Secondary Education, Secondary School Students

Identifiers—*Ghana, Middle School Students

The objective of this study was to assess the determinants of student achievement in middle schools in Ghana, with special attention given to school characteristics. A model of human capital accumulation which includes decisions on how long to attend school, which school to attend, and how much human capital to accumulate is presented. This provides a framework for controlling for selectivity into middle schools, which is often ignored in the human capital production function literature. Explicitly accounted for is the fact that many children attend school only sporadically, which reduces their cognitive achievements, but, according to the research model, is a rational response among credit constrained households. An estimate for the cohort of children aged 12 to 18 of the probability that they are in middle school, their choice of which middle schools to attend, and the determinants of achievement in reading and mathematics skills in Ghana's middle schools is calculated. In addition to specific findings regarding which school characteristics contribute to such achievement, the study reported some fairly strong evidence that sample selectivity was taking place and hence could distort estimates that do not account for it. Ten tables are included; two appendices are attached. (Contains 21 references.) (Author/LBG)

ED 356 171 SO 022 957

Women Workers: Outlook to 2005. Facts on Working Women, No. 92-1.

RIE AUG 1993

Women's Bureau (DOL), Washington, D.C.

Pub Date—Jan 92

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Employed Women, *Employment Opportunities, *Employment Patterns, Futures (of Society), *Occupational Mobility

This document describes what the future is likely to hold for working women in the United States. Statistics and projections are presented on the position of women in the workplace by the year 2005. The economy will produce approximately 25 million new jobs between 1990 and 2005. Retailing will replace manufacturing as the second largest source of total employment. Employment will grow fastest for workers in the technical fields. By 2005, government will be third in the service producing sector. Employment growth will be slow for precision production workers, and employment in agriculture should halt its decline. The three fastest growing major occupational groups—executives, administrative and managerial; professional specialties; and technicians and related support—require the highest level of educational attainment. Four tables are included. (LBG)

ED 356 172 SO 022 962

Weeks, Kay

The Great American Landmarks Adventure.

American Architectural Foundation; National Park Service (Dept. of Interior), Washington, D.C.

Report No.—ISBN-0-16-038003-0

Pub Date—92

Note—66p.; Illustrated by Roxie Munro. For a guide designed to accompany this publication, see ED 355 148.

Available from—Superintendent of Documents, U.S. Government Printing Office, Mail Stop: S50P, Washington, DC 20402-9328 (\$3.25).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Built Environment, Cultural Awareness, Elementary Education, Instructional Materials, Learning Activities, *Social Studies, *United States History

Identifiers—*Historic Sites, *Landmarks

This profusely illustrated booklet, written primarily for school children, includes drawings and descriptions of 43 of the National Historic Landmarks located in the United States. The accounts move chronologically from prehistoric cave paintings through the moon rocks collected by the Apollo astronauts in 1969. Most of the drawings represent the landmarks as they appear today, showing what visitors would see if they went to the building or site. Other drawings are based on old photographs so that important events can come to life. The black and white drawings may be colored or painted by the student. There is also a page on which students can draw their own pictures of something that they think should be a landmark. In addition, the book includes a guide to the landmarks and information on how students can help preserve them. (LBG)

ED 356 173 SO 022 970

Reinehr, Fran And Others

The Bill of Rights: A Law-Related Curriculum for Grades 4-6. Student Materials and Teacher's Guide.

Bill of Rights in Nebraska Project. Spons Agency—Nebraska Committee for the Humanities.

Pub Date—86

Note—145p.; For the primary students' curriculum, see ED 355 149. Also supported by grants from the Cooper Foundation, the Walter Scott Jr. Foundation, the Robert Veach Foundation, and the Winthrop and Frances Lane Foundation.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Citizenship Education, Constitutional History, *Constitutional Law, Grade 4, Grade 5, Grade 6, Instructional Materials, Intermediate Grades, *Law Related Education, *Social Studies, Student Educational Objectives, Teaching Guides, Teaching Methods, United States History

Identifiers—*Bill of Rights

This curriculum guide and accompanying teacher's guide focus on the individual and personal freedoms guaranteed by the U.S. Constitution and as interpreted by the courts—namely, the idea of funda-

mental rights as expressed through the concepts of liberty, justice, and equality. The curriculum includes 10 lessons: (1) Rights Are Fundamental; (2) The Bill of Rights; (3) Freedom of Speech; (4) Freedom of the Press; (5) The Right to Assemble Peacefully; (6) Freedom of Religion; (7) Due Process; (8) Search and Seizure; (9) Equal Protection; and (10) The Bill of Rights Today. The teacher's guide contains goals and objectives for each lesson, points of law that explain the legal concepts involved in each lesson and that are intended as background information for the teachers, and explanations of and recommended directions for each activity. A 37-item bibliography of children's literature about topics covered in the curriculum is appended. (DB)

ED 356 174 SO 022 978

Delrot, Jacqueline

The Nationalities Question—from Versailles to the Present Day. European Teachers' Seminar (Eaux-Neues, Belgium, April 18-19, 1991). Report.

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/SE/BS/Sem (91)2

Pub Date—92

Note—30p.

Available from—Director of Education, Culture and Sport, Council of Europe, BP431 R6, F-67006, Strasbourg Cedex, France.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Ethnic Groups, Ethnic Relations, *European History, *International Relations, *Nationalism, World War I

Identifiers—*Twentieth Century

This document is the report of a seminar convened for European teachers on the subject of the nationalities question. The conference was held in the wake of drastic changes that came with the collapse of Communism in Eastern Europe. Participants focused on the nationality and border issues that arose from the treaties that ended World War I. The purpose of the discussions was to clarify the circumstances that largely determined the configuration of Europe that the rupture of the Soviet bloc was challenging. Following an introduction and a review of terminology, the document addresses: (1) "Nationalities and the Disappearance of the Great European Empires"; (2) "Two Victims of Contemporary History: Albania and Lithuania"; (3) "Nationalism in the Various Components of Belgium"; (4) "The Council of Europe and National Minorities"; and (5) "Conclusions." An appendix provides a list of participants. (LBG)

ED 356 175 SO 022 979

School Art Programs: A Guide for School Board Members and Superintendents.

National Art Education Association, Reston, Va.

Report No.—ISBN-0-937652-64-4

Pub Date—92

Note—35p.

Available from—National Art Education Association, 1916 Association Drive, Reston, VA 22091-1590.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Role, *Art Education, Educational Finance, *Educational Policy, Elementary Secondary Education, Ethical Instruction, Evaluation Methods, *Policy Formation, Student Evaluation, Values, *Visual Arts

This brochure is designed to answer questions about visual arts education. It is a compilation of answers to questions that school board members and district administrators raise most often. Topics include the administrator's role in the district art program; values of art education; and staffing, budget, facilities, evaluation, standards, and policy issues. The document serves as a ready resource for establishing and implementing policies for district wide art education programs. (LBG)

ED 356 176 SO 023 014

Hartoonian, H. Michael Stock, Hilary

A Guide to Curriculum Planning in Global Studies.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—92

Note—193p.

Available from—Publication Sales, Wisconsin Dept. of Public Instruction, P.O. Box 7841, Madison.

son, WI 53707-7841.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Citizenship Education, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Interdisciplinary Approach, *International Studies, Social Studies, *State Curriculum Guides, *Teaching Methods
Identifiers—*Global Studies

This guide is designed to assist educators develop curricula to embrace global perspectives. The guide is organized into five sections. The first section provides an overview of global studies, and seeks to answer such questions as "Why study global studies?" and "What does global studies include?" The second section identifies themes and topics of global studies within the existing social studies curriculum and among the social science disciplines. The third section provides a number of sample teaching units for all grade levels. Examples of these units include: "All the World's a Stage" (Grades K-2); "All that Garbage" (Grades 7 and 8); and "Human Rights—Given? or Created?" (Grades 9-12). The fourth section examines the role of global studies at the elementary and secondary levels and how it may be integrated with the natural sciences, the humanities, and foreign language instruction. The fifth section contains eight appendices. These appendices include a list of references and additional printed resources, microcomputer resources, a list of global and international studies organizations and centers, U.S. addresses of other nations' embassies, and nine rules for being human. (DB)

ED 356 177

SO 023 015

Hasbach, Corinna. Hoekwater, Elaine

The Smile, the Journey, and the Quilt: A Story of Collaborative Teaching and Learning in Social Studies. Elementary Subjects Center Series No. 70.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 93

Contract—G0087C0226

Note—74p.

Available from—Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$6.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Environment, Classroom Research, *Grade 5, Higher Education, Intermediate Grades, *Interprofessional Relationship, Qualitative Research, *Social Studies, *Teaching Methods, *Team Teaching, Women Faculty
Identifiers—*Collaborative Learning, *Collaborative Teaching

This report, using qualitative methodology, investigates the collaborative teaching and learning of a university educator and an elementary educator, and the learning of eight fifth graders from their social studies class. The report analyzes the extent to which these co-teachers implicitly modeled collaboration for the students and the ways in which they explicitly promoted a community of learners. This report investigates whether the language and concepts used in social studies inform students' ways of knowing about their own learning community. The ways in which the teachers' and students' histories and enculturation affect the learning community also are studied. The issues which positively and negatively impact a learning community are examined. The report explores the social text of the classroom: the learning community. This report is presented as a story because stories are a "time-honored way" for teachers to talk to one another. However, this is not merely a story, for it raises critical questions about teaching practice and the learning community in social studies. (Author/LBG)

ED 356 178

SO 023 016

Buesel, Justin. Gutmann, Babette

An Evaluation of the Allen J. Ellender Fellowship Program.

Westat, Inc., Rockville, MD.

Spons Agency—Office of Policy and Planning (ED), Washington, DC.

Pub Date—92

Contract—LC89015001

Note—108p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Citizenship Education, *Economically Disadvantaged, *Federal Programs, High Schools, High School Students, Program Effectiveness, *Program Evaluation, Secondary School Teachers, Special Needs Students, Teacher Education Programs

Identifiers—*Allen J. Ellender Fellowship Program, *Close Up Program

The Allen J. Ellender Fellowship Program provides fellowships to economically disadvantaged secondary school students, secondary school teachers and administrators, and economically disadvantaged older citizens, and recent immigrants for participation in the Close Up Foundation's week-long civics education programs in Washington, D.C. The Close Up Foundation, which has been the sole grantee of the Ellender Fellowship Program since the program's establishment in 1972, operates three Washington-based programs that are involved in the Ellender Program. These include: the Washington Program for High School Students and Educators, The Program for New Americans, and The Program for Older Americans. This report evaluates the Ellender Fellowship Program. Among the report findings are: in operating the Washington Program for High School Students and Educators, the Close Up Foundation currently spends twice as much of the federal Ellender funds on teachers as on disadvantaged students, and more teachers than students receive fellowships; and Ellender fellowships are often awarded to the same teacher at the same school for many years. The report suggests a number of options for better targeting of services on disadvantaged students, including: (1) require each secondary school teacher to bring at least one student fellowship recipient to Washington in order to qualify for fellowship funds in the Washington Program for High School Students and Educators and the Program for New Americans; (2) limit the proportion of federal Ellender funds spent on teacher fellowships; (3) limit the number of times an individual teacher can receive a federal Ellender fellowship; and (4) allow only disadvantaged students, and not teachers, to receive Ellender funds. (DB)

ED 356 179

SO 023 017

International Education Comparisons.

Office of Policy and Planning (ED), Washington, DC.

Report No.—ED/OPP-92-25

Pub Date—Sep 92

Note—36p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Comparative Education, *Developed Nations, *Educational Policy, *Educational Practices, Elementary Secondary Education, Foreign Countries, Higher Education, *International Education, International Educational Exchange

This publication highlights the similarities and differences found in education systems among many of the world's developed nations. The report seeks to show how different nations govern their education systems, how they set and implement standards, who their students are, how the students perform on achievement tests, and what reforms are being implemented. Among the specific findings of the report are that while the United States has a highly decentralized education system, many other countries have strong national ministries of education that provide direction and substantial funding for schools. The United States is one of very few developed countries without extensive oversight and direction of curriculum by the federal or regional government. Only the United States relies heavily on standardized tests. A recent International Assessment of Educational Progress (IAEP 1992) showed that U.S. 13-year olds ranked 14th out of 15 countries in mathematics knowledge and 13th in science. The United States has the highest postsecondary enrollment ratio in the world. (Contains 12 references.) (DB)

ED 356 180

SO 023 018

Education Standards for the 21st Century: Opening Statements of Ministers at the Asia-Pacific Economic Cooperation Education Ministerial, August 1992.

Office of Policy and Planning (ED), Washington, DC.

Pub Date—93

Note—94p. The meeting of education ministers (The "Ministerial") was held in Washington, DC, August 5-6, 1992.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Developed Nations, Developing Nations, Economic Development, *Educational Objectives, *Educational Policy, *Educational Practices, Educational Principles, *Educational Testing, Elementary Secondary Education, Foreign Countries, *Futures (of Society), *Role of Education

Identifiers—*Asia Pacific Economic Cooperation, *Asia Pacific Region

While the member countries of the Asia-Pacific Economic Cooperation (APEC) have many differences in culture, history, and level of economic development, all APEC representatives who attended this ministerial agreed on the importance of establishing education standards and examination systems to meet the needs of their people in the 21st century. The statements of the following 14 officials who addressed the conference are included in this document: Lamar Alexander, Secretary of Education, United States of America; Kim Beazley, Minister for Employment, Education and Training, Australia; Abdul Aziz bin Umar, Minister of Education, Brunei Darussalam; Anita Hagen, Deputy Premier, Minister of Education, and Minister Responsible for Multiculturalism and Human Rights, Province of British Columbia, Canada; Teng Teng, Vice Chairman, State Education Commission, People's Republic of China; John Chan Cho-chak, Secretary for Education and Manpower, Hong Kong; Fuad Hassan, Minister of Education and Culture, Indonesia; Kunio Hatoyama, Minister of Education, Science and Culture, Japan; Wan Kyo Choo, Minister of Education, Republic of Korea; Alexander Lockwood Smith, Minister of Education, New Zealand; Luis R. Baltazar, Undersecretary, Department of Education, Culture and Sports, Republic of the Philippines; Lee Yock Sun, Minister of Education, Singapore; Kao-Wen Mao, Minister of Education, Chinese Taipei; Kaw Swaddi-Panich, Minister of Education, Thailand. Two appendices also are included: (1) Declaration of the APEC Education Ministerial, and (2) a description of the Asia-Pacific Economic Cooperation (APEC) organization. (DB)

ED 356 181

SO 023 035

Beauchamp, Edward R.

Japanese and U.S. Education Compared. Fastback 338.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-338-7

Pub Date—92

Note—36p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$1.25; members, \$1; quantity discounts).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Compulsory Education, Cross Cultural Studies, *Cultural Traits, Educational Administration, *Educational Quality, Educational Research, Elementary Secondary Education, Foreign Countries, *Social Values

Identifiers—*Japanese Education, *United States

This document presents a comparative analysis of education in Japan and the United States. The report explores differences between U.S. and Japanese culture. While the United States may be characterized by its diversity, Japanese culture is distinctive in the extent of its uniformity. Japan, moreover, has a highly centralized educational system; U.S. education is extremely decentralized. Education is compulsory in both countries, until age 16 in most U.S. states, and until 15 in Japan. While many students in the United States work or participate in other activities, Japan tends to view schooling as a student's job. Japanese students face a longer school year and a more rigorous, government controlled curriculum than do their U.S. counterparts. In Japan, teaching is a more highly respected and rewarded field than it is in the United States. There are major attitudinal differences concerning schooling in the two countries. The United States tends to emphasize students' abilities, while the Japanese place greater emphasis on persistence and personal responsibility. From the Japanese system, the United States can learn: (1) the true value of taking education seriously; (2) the need to raise academic standards; and (3) the ability to spend wisely on education. (Contains 15 references.) (LBG)

ED 356 182

SO 023 050

Thieman, Gayle. Geil, Mike

RUE AUG 1993

The Arctic National Wildlife Refuge: An Interdisciplinary Unit.

Spons Agency—Close Up Foundation, Arlington, VA.

Pub Date—Oct 91

Note—21p.; Portions presented at the Annual Meeting of the National Council for Social Studies (Detroit, MI, November 1992).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Controversial Issues (Course Content), Elementary Secondary Education, *Interdisciplinary Approach, Learning Activities Identifiers—Alaska, *Arctic National Wildlife Refuge

This paper presents a set of interdisciplinary lessons for teaching about the Arctic National Wildlife Refuge (Alaska). Lessons include a petroleum product treasure hunt, an examination of life without petroleum, the development of a wildlife poster, an exploration of the tundra ecosystem and the plants and animals that live there, identification activities, activities involving maps, a structured controversy model for decision making, a discussion of lobbying, a public hearing simulation, and a flow chart of federal and state government. (LBG)

ED 356 183

SO 023 051

Johst, Lee Ann

Using Historical Fiction To Teach United States History: A Sample Lesson Plan.

Pub Date—Feb 93

Note—6p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Brainstorming, Curriculum Enrichment, *Fiction, Grade 5, Intermediate Grades, Library Role, Public Speaking, *Social Studies, *United States History

Identifiers—*Historical Fiction, Trade Books

This document describes a series of activities to teach 30 fifth grade students about history through fiction. Activities began with a prereading brainstorming session in which students came up with topics that they studied during the school year. Next, the school librarian introduced the children to the genre of historical fiction and instructed them in locating books. Students selected works of historical fiction, then analyzed which aspects of the books were factual and which were fictional. At the end of the unit, the students prepared and presented oral reports on their findings. The lesson gave the teacher the opportunity to evaluate students' reading comprehension. At the same time, a group of 30 students was exposed to 30 works of historical fiction, as well as library location skills. (LBG)

ED 356 184

SO 023 068

Basic Art Skills: The South Carolina Framework for Visual Arts Education.

South Carolina State Dept. of Education, Columbia.

Pub Date—83

Note—11p.; Based upon "The Visual and Performing Arts Framework, California Department of Education," 1982.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aesthetic Education, *Art Education, Art History, Cultural Awareness, Curriculum Development, Decision Making, Elementary Secondary Education, *Learning Activities, *Perceptual Development, School Districts, *Skill Development, State Curricula Guides Identifiers—*South Carolina

This framework proposes to provide South Carolina school district personnel with guidelines for developing curricular programs based upon the needs of students in their individual school districts. It furnishes four goals and objectives upon which to build a series of sequential learning experiences that balance art production and the study of aesthetics, cultural arts heritage, and art criticism. Component 1, "Aesthetic Perception: Visual and Tactile," seeks to develop and expand aesthetic perception in elementary and secondary students. Component 2, "Creative Expression: Artistic Knowledge and Skills," aims at helping children develop and expand visual arts knowledge and skills to express ideas imaginatively. Component 3, entitled "Visual Arts Heritage: Historical and Cultural," proposes to help students acquire knowledge of historical and cultural developments that occur as a result of varying needs and aesthetic points of view. The fourth and final component named "Aesthetic Valuing: Analysis, Interpretation, and Judgment," attempts to help

students develop a base for making informed aesthetic judgments. (Author/LBG)

ED 356 185

SO 023 070

Pipelines of Progress: An Update on the Glass Ceiling Initiative: A Status Report.

Department of Labor, Washington, D.C.

Report No.—ISBN-0-16-038019-7

Pub Date—Aug 92

Note—48p.; Cover subtitle varies.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business, *Equal Opportunities (Jobs), *Federal Programs, Females, *Government Role, Minority Groups, Racial Bias, Racial Discrimination, Sex Bias, Sex Discrimination Identifiers—*Corporate Culture, Department of Labor, *Glass Ceiling

The "glass ceiling" refers to those barriers that have prevented the advancement of women and minorities into the top levels of executive management in major U.S. corporations. In 1991, the U.S. Department of Labor released a report describing the Glass Ceiling Initiative. This document reports on what occurred in the year following the beginning of this initiative. The overall message is that while progress has been made in the workplace by minorities and women, the commitment and actions that led to the progress must be maintained and enhanced if the goal of full and equal employment opportunity is to be realized. The report discusses recent research data on workplace advancement, which show mixed results. Also noted is Department of Labor data on federal contractors, which show that minorities and women have made progress over the past 10 years. Much of the report concerns the progress of those companies the Department of Labor has monitored through Glass Ceiling Initiative pilot reviews and compliance reviews. These data are presented in anecdotal fashion highlighting a number of examples which show that glass ceiling barriers can be removed. The report cites the following barriers to career advancement and notes that they warrant greater attention: recruitment practices, lack of opportunity to contribute and participate in corporate development practices, general lack of corporate ownership of equal opportunity principles, performance measures, and mobility. The following methods are cited as successful approaches to removing glass ceiling barriers: tracking women and minorities with advancement potential, ensuring access and visibility, ensuring a bias-free workplace, and continued placement of women and minorities into entry-level professional positions. (DB)

ED 356 186

SO 023 150

Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools.

Harris (Louis) and Associates, Inc., New York, N.Y.

Spons Agency—American Association of Univ. Women Educational Foundation, Washington, D.C.

Pub Date—Jun 93

Note—31p.; For related documents, see ED 340 657, ED 340 658, ED 340 659, and ED 339 674. Available from—AAUW Sales Office, P.O. Box 251, Annapolis Junction, MD 20701-0251 (\$8.95)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Educational Environment, Educational Research, Equal Education, Females, Males, *Public Schools, School Surveys, Secondary Education, *Secondary School Students, Sex Discrimination, *Sexual Harassment, *Student Attitudes

Identifiers—American Association of University Women

This report presents the findings from a survey that was designed to a profile the problem of sexual harassment in U.S. public schools and to answer many of the questions about school-based harassment. More than 1,600 public school students in 79 schools across the continental United States in grades 8 through 11 (female and male, African American, White, and Hispanic) were surveyed. Students were instructed only to answer about their school-related experiences during school-related times (on the way to and from school, in classrooms and hallways, on school grounds during the day and after school, and on school trips). A list of 14 types

of harassment, half involving physical contact and half involving no physical contact, was developed. Using the 14 types of sexual harassment, students were asked to respond to the following question: "During your whole school life, how often, if at all, has anyone (this includes students, teachers, other school employees, and anyone else) done the following things to you when you did not want them to?" The most significant finding of the survey was that 4 out of 5 students reported that they had been the target of some form of harassment during their school lives. Other major findings of the research included: nearly one in three girls (31%) who had been harassed have experienced unwanted advances "often," compared with fewer than one in five boys (18%); sexual comments, jokes, looks, and gestures, as well as touching, grabbing, and/or pinching in a sexual way, were commonplace in school; experiences of student-to-student harassment outnumbered all others, with notable gender and ethnic/racial gaps; adult-to-student harassment was nonetheless considerable, with notable gender and ethnic/racial gaps; public areas were the most common harassment sites, especially as reported by girls; notably higher numbers of girls than boys said they had suffered as a result of sexual harassment in school; and boys routinely experienced harassment, especially African American boys. (DB)

SP**ED 356 187**

SP 033 992

Stone, Lynda

Postpositivist Teaching: Beyond the Myth of Prediction.

Pub Date—Jun 92

Note—24p.; Paper presented at the Annual Conference of the Japanese-United States Teacher Education Consortium (Tokyo, Japan, June 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Context Effect, Cultural Influences, Educational Change, Elementary Secondary Education, *Epistemology, *Foundations of Education, Higher Education, History, Ideology, *Modernism, Prediction, *Science and Society, Theories

Identifiers—Isosaki (Arata), *Positivism, Postmodernism, *Postpositivism

This essay suggests that a profound philosophical misunderstanding exists concerning western science and its application to education and specifically to teaching. Based on the analysis of Japanese architect Arata Isosaki, the paper suggests that western identifying principles have taken on the role of "games" where deep introspection is denied and replaced with mere outward projections for others to see. One pervasive western game is scientism which, especially in education, has false aims that result in distortive forms—the myth of prediction and the myth of positivism. Though positivism is based on a myth, the game of positivism is played as if it were still a viable position in science. Two positions that oppose positivism are reviewed. The first is that espoused by D. C. Phillips and grounded in analytic philosophy and philosophy of science; the second is from Henry Giroux, Joe Kincheloe, and others who were trained in European social theory. Neither position values positivism's founding tenets nor its general project of reductionist prediction and absolutist certainty. Tenets of postpositivism are introduced, with emphasis on the concepts of theory, culture, context, history, and ideology. The paper concludes that the escape from certainty and prediction is at the heart of postpositivism with its dominant characteristics of multiplicity and pluralism, dispersion of meaning, tentativeness, and contingency. One of the practical results is to give up blaming both students and teachers for general educational failure, and to develop instead a cooperative commitment to make teaching count while recognizing the noncertainty of the present. (JDD)

ED 356 188

SP 034 335

Carr, Marianne

AIDS: An Inter-Disciplinary Secondary Curriculum Supplement.

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Spons Agency—Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC),

Atlanta, GA. Adolescent and School Health Div.
Pub Date—[91]
Contract—U63/CCU03077-03
Note—189p.
Available from—South Dakota Department of Education and Cultural Affairs, 700 Governors Drive, Pierre, SD 57501.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC00 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Computer Literacy, Curriculum, *Interdisciplinary Approach, Language Arts, *Lesson Plans, Mathematics, Sciences, Secondary Education, Social Studies, State Curriculum Guides

This curriculum guide to teaching secondary students about Acquired Immune Deficiency Syndrome (AIDS) using an interdisciplinary approach includes lessons that are meant to supplement the existing curriculum, but may be used to supplant existing lessons. Most of the lessons employ the investigative approach to learning and require student involvement. The curriculum includes lessons from the following content areas: computers and related technologies (8 lessons on graphics, databases, word processing, publishing, and videodiscs); language arts (10 lessons on short stories, speech, dramatic reading, advertising, note taking, debate, and other topics); mathematics (13 lessons on graphs, percents, matrix equations, ratios, and other topics); science (10 lessons on virus/infection, transmission, immune system, prevention, medical advances, epidemics, terminology, and sexually transmitted diseases); and social studies (13 lessons on debating, epidemics, geography, sociology, Bill of Rights, current events, history, economics, and peer pressure). Each lesson includes an objective, a list of resource materials, and a list of activities and culminating activities. Other materials include suggestions for student projects, an AIDS pretest, blackline masters for student handouts, a glossary, and a list of resources. (JDD)

ED 356 189 SP 034 339

Steele, Jeannie L. Meredith, Kurt
A Districtwide Staff Development Program for Transitioning from a Basal to a Whole Language Literacy Program: The Teacher Educator's Role as a Partner in the Change Process.

Pub Date—93
Note—24p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Consultation Programs, Cooperative Programs, Curriculum Development, Educational Change, Elementary Education, *Faculty Development, Higher Education, *Inservice Teacher Education, Language Arts, *Literacy Education, Models, Program Development, School Districts, *Teacher Educators, Teacher Role, Teaching Methods, Whole Language Approach
Identifiers—Moline School District IL, University of Northern Iowa

This paper describes Project MILE (Moline Improvement in Literacy Education), a school/university partnership program between the University of Northern Iowa and Moline (Iowa) Public School District #40. The project called for a long-term collaborative effort in order to develop a complex and sophisticated level of university involvement with a single school district, which would allow for observation of successes and failures and provide opportunities for refinement of training efforts based on feedback. The project combined the prescriptive and catalytic models of organizational intervention, as teacher educators served as consultants to bring new information and strategies to the school teaching and administrative staff and as facilitators for staff-directed instructional, organizational, and curricular change. The project specifically sought to train faculty members in implementation of a language learning program based on a whole language philosophy. The paper offers a brief overview and rationale of the 5-year project, an outline of the intervention model implemented, details regarding the methods for implementing the project; discussion of methods for establishing trust (ascribing a heightened sense of professionalism to the teaching staff, attributing greater respect for faculty decision making, and empowering faculty to set their own course for literacy learning); and a review of successes and shortcomings of the model. (Contains 14 references.) (JDD)

ED 356 190 SP 034 346
Gordon, June A.

Why Students of Color Are Not Entering the Field of Teaching: Reflections from Minority Teachers.

Pub Date—Feb 93
Note—16p; Paper presented at the Conference on Teaching for Diversity (Charleston, SC, February 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Teachers, Community Influence, Cultural Influences, Educational Experience, Elementary Secondary Education, Higher Education, Interviews, Majority Attitudes, *Middle Class Culture, *Minority Group Teachers, *Multicultural Education, Socioeconomic Influences, Teacher Attitudes, Teacher Characteristics, Teacher Education Programs, *Teacher Recruitment, *Teaching (Occupation), Urban Education
Identifiers—California (Long Beach), Ohio (Cincinnati), Washington (Seattle)

This paper explores the issue of low interest and involvement in teaching careers by students of color. The study discussed in the paper was designed to consider the following general supposition: teacher education programs, as they have traditionally selected, trained, and supported teachers, no longer suffice for the needs of today's multicultural and urban classrooms either in the diversity of the teaching force or in the preparation of all teachers. The perceptions of minority teachers on this supposition were explored through interviews with teachers of color (N=114) in three urban communities: Long Beach (California), Cincinnati (Ohio), and Seattle (Washington). The teachers of color identified their sources of inspiration for choosing to teach and suggested personal characteristics necessary in an effective teacher in today's multicultural classrooms. Information provided by the interviews can be placed in three categories developed from an extensive review of the literature: educational experience, cultural and community concerns, and social and economic obstacles. Informants' suggestions formed the basis for policy recommendations, including a model teacher education program which addresses diversity. (Contains 20 references.) (LL)

ED 356 191 SP 034 357

Chiang, Linda H. Henriksen, Larry W.
The Effect of Teacher Preparation on Student Views of Learning.

Pub Date—Oct 92
Note—15p; Paper presented at a Conference of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1992).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Educational Objectives, *Education Majors, Factor Analysis, Futures (of Society), Higher Education, Item Analysis, Preservice Teacher Education, *Role of Education, Sex Differences, *Student Attitudes
Identifiers—*Preservice Teachers

Student dissatisfaction concerning education has been an issue for decades. A 1972 investigation into the thinking of youth found that respondents were neither satisfied nor confident regarding the situation they faced and were pessimistic about the future. The primary purpose of the study reported in this paper was to examine whether students in teacher preparation training in 1992 (n=267) differed in their viewpoints regarding schooling from college students not enrolled in teacher preparation training (n=206); the secondary purpose was to compare students' responses in 1992 with those reported in 1972. The study focused specifically on students' responses concerning the purposes of higher education, their views of schooling, and their viewpoints on the future. Compared to the 1972 sample, the 1992 sample expressed a greater degree of agreement with the statement "more education can prepare one for a more profitable career" and far less agreement with the statements "I came to college to satisfy the wishes of my parents" and "we will have a better society in which to live in the year 2000." Individual item score analyses of variance identified only one item which demonstrated a difference on Gender by Preparation Type, an item concerning the capability of human wisdom to avoid a world war. Indications from these analyses were that males lacking teacher preparation experience

expressed a stronger degree of agreement that human wisdom could avoid a world war than did the males who were enrolled in a teacher education program. No difference was found for female respondents. An open-ended item concerning students' dreams for America and the world indicated that both sets of 1992 students were concerned about world peace, discrimination, and pollution. The document concludes with 10 tables displaying the data and a copy of the questionnaire. (Contains 12 references.) (JDD)

ED 356 192 SP 034 364

Richards, Janet C. Gipe, Joan P.
Inside an Urban Elementary School: Nurturing an Exemplary University/Public School Collaboration.

Pub Date—26 Feb 93
Note—19p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Cooperative Programs, Elementary Education, Experiential Learning, *Field Experience Programs, Higher Education, High Risk Students, *Language Arts, *Minority Groups, Preservice Teacher Education, Reading Instruction, Student Teaching, Urban Education
Identifiers—New Orleans Public Schools LA, University of New Orleans LA

This paper presents the story of a university/public school collaborative program that in June 1991 was awarded the American Association of Higher Education's Presidents' Forum Award for Exemplary Work in Accelerating Minority Achievement. The Louisiana program was implemented by the College of Education of the University of New Orleans and two elementary schools of the New Orleans Public Schools to enhance prospective teachers' abilities to teach reading and language arts to at-risk, urban students and to introduce the prospective teachers to an instructional context similar to one in which they would most likely be employed. Two mornings a week, the prospective teachers attended language arts lectures, seminar discussions, and demonstration lessons at the elementary school, and taught two groups of students using such techniques as word identification plans, the directed reading-thinking activity, cloze and maze passages, creative writing and bookmaking, language experience stories, learning games, and visual arts and drama. The paper describes instructional activities, assessment procedures, parent support for the program, the reflections of prospective teachers in their dialogue journals, program strengths and weaknesses (the latter including lack of support from administrators and regular classroom teachers); and goals for the program's future. (Contains 14 references.) (JDD)

ED 356 193 SP 034 372

Anderson, Timothy P.
Improving Preservice Education.

Pub Date—25 Feb 93
Note—11p; Paper presented at the Annual Conference of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Cooperative Programs, Educational Improvement, *Field Experience Programs, Higher Education, High Schools, *History Instruction, *Methods Courses, Preservice Teacher Education, Program Implementation, *Social Studies, Teacher Educators

Identifiers—Preservice Teachers
This paper describes a secondary social science methods course with a lab component that was planned collaboratively by representatives of Nebraska Wesleyan University (Lincoln, Nebraska) and a local high school. The lab component meant that a university instructor taught a high school social studies course for a semester. The advantages of the program were that the preservice students had opportunities to plan, implement, and evaluate short-term and long-term teaching strategies while the university instructor had the opportunity to experience high school teaching again. Advantages for the high school included the provision of an addi-

tional certified teacher and opportunities for teachers and administrators to offer input into a college methods course. The teacher education students completed the regular 3 credit-hour methods course, observed the high school social studies teachers, planned and taught a 1-week computer simulation to a small group of students, led small group discussions, directed in-class writing assignments, and planned and taught a full week's lessons in U.S. history. Evaluation of the program indicated that students found the experience very beneficial and that the program should be continued. (Contains 28 references.) (JDD)

ED 356 194 SP 034 375

Vavrus, Michael And Others

A Critical Social Perspective on Serving Today's Children and Youth: The Experience of a Consortium of Liberal Arts Colleges. A Symposium Presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, California, February 24-27, 1993).

Pub Date—Feb 93

Note—39p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Uses in Education, Critical Thinking, *Curriculum Development, Educational Change, Educational Responsibility, Educational Technology, Elementary Secondary Education, Equal Education, *Ethics, Higher Education, *Intercollegiate Cooperation, Learning, *Liberal Arts, Political Influences, Preservice Teacher Education, Social Influences, *Social Responsibility, *Teacher Responsibility, Teacher Role

Identifiers—Clarke College IA, Loras College IA, University of Dubuque IA

This symposium presentation comprises five papers about the efforts of a consortium of three Iowa liberal arts colleges (Clarke College, Loras College, and the University of Dubuque) to develop a critical social perspective in its teacher preparation curriculum. An introduction by Michael Vavrus defines critical social perspective as a critical examination of the interaction between the school and its sociopolitical environment. "The Role of Teacher" (James A. Allan) outlines three challenges in teacher education: to enable future teachers to discover the necessity for change in schools, to help future teachers own a sense of ethical responsibility, and to help them know how to act on ethical concerns. "Meaning and Learning" (Bernard R. Dant) presents the nature of the learner as supported by three axioms or pillars (freedom of will, will to meaning, and meaning of life) and discusses the importance of educating for meaning, because the discovery of meaning might be considered the distinguishing characteristic of human beings. "Part of the Road" (Bonnie von Hoff Johnson) discusses the disparity in the availability of technology in schools, reports on a survey of Iowa teachers concerning their use of technology, and admonishes teacher preparation programs to use computer technology and encourage prospective teachers to address school inequalities. A conclusion, titled "Working with Colleagues in the Development of a Critical Social Perspective: A Department Chair's Experience" (Michael Vavrus), comments on the process of model building and course evaluation. Two appendices conclude the document: "Orienting Questions for the Critical Social Perspective" and "Faculty Self-Evaluation of Courses Form." (JDD)

ED 356 195 SP 034 379

Waters, Louise Bay

Lessons Learned in the Creation of an Urban Professional Development School.

Pub Date—[93]

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teacher Induction, Beginning Teachers, *College School Cooperation, Elementary Education, Higher Education, *Preservice Teacher Education, *Program Development, Program Evaluation, Program Implementation, *School Restructuring, Teacher Interns, *Urban Schools

Identifiers—California State University Hayward, *Professional Development Schools

This paper details the structure and process of preservice teacher training and new teacher induction at Melrose Elementary School in Oakland (Cal-

ifornia), an urban professional development school associated with the California State University at Hayward. In addition to providing an overview of the school, describing the school-university partnership, and discussing the intern program for new teachers, this paper also summarizes the lessons that have been learned and significant issues that have been raised. The program focuses on preparing teachers for teaching in a multiethnic, multilingual, inner-city environment. Success indicators include improved school climate and discipline, as well as academic growth among students. Although significant successes have been achieved, several problems have emerged related to the process of school restructuring and curricular change, the limits of the partnership's ability to have an impact on the university, and problems associated with teacher interns merging with the school faculty. (IAH)

ED 356 196 SP 034 380

Cromwell, Ronald

Creativity Is a Key to the Future and to Education: The Importance of Creative Visioning.

Pub Date—Feb 93

Note—15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Creative Activities, *Creative Development, *Creative Teaching, Educational Objectives, Elementary Secondary Education, Higher Education, *Humanistic Education, *Imagination, Learning Experience, School Role

Identifiers—*Creative Visualization

A study was conducted to better understand creative visioning, the human ability to make connections. Interviews were conducted with 20 Seattle (Washington) residents, each of whom was involved in creativity or creative visioning. The sample defined creative visioning as a process which encourages the pursuit of new possibilities, dimensions, and connections. The inquiry revealed support for an open system that is flexible and relaxed wherein discovery flourishes; a system not bound by rules nor boxed in but that is helpful in developing the self-discipline, skills, and familiarity with history that will enable connections to be made. Extrapolations from the interviews led to recommendations regarding the role schools can play in developing the skills of creative visioning. Teachers and administrators must create an environment that is free of fear, structured but not rigid, tied to history but not chained to one answer, open to new discoveries and connections, respectful of the individual, and touched by the arts, creativity, and imagination. Schools need to move to do all that is possible to promote, nurture, develop, and celebrate creative visioning, risk taking, and the development of courage to see differently, in an atmosphere where new connections can easily occur. (LL)

ED 356 197 SP 034 393

Draper, Janet And Others

A Study of Probationer Teachers. Interchange, No. 14.

Scottish Council for Research in Education.

Spons Agency—Scottish Education Dept., Edinburgh.

Pub Date—92

Note—13p.

Available from—SOED Dissemination Officer, Scottish Council for Research in Education, 15 St. John Street, Edinburgh, Scotland EH8 8JR, United Kingdom (limited number of copies available upon request).

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Beginning Teacher Induction, *Beginning Teachers, *Developmental Continuity, Elementary Secondary Education, Feedback, Foreign Countries, Higher Education, Information Needs, Inservice Teacher Education, Interviews, National Surveys, Preservice Teacher Education, *School Policy, *Teacher Attitudes, Teacher Evaluation, *Teacher Role, Teaching Experience

Identifiers—*Scotland

A 3-year research project commissioned in 1988 investigated Scottish probationer teachers' views of five aspects of their experience: initial training, re-

cruitment and selection, induction, support, and assessment. Interviews and questionnaires were used to collect the views of 250 probationer teachers, their headteachers, other school staff, local authority staff, teacher trainers, and the General Teaching Council. End-of-course student profiles and interim and final reports on probationers were also analyzed. The research identified three major areas for action: the improvement of continuity between training and early experience in a teaching post; the clarification of roles and functions of those involved with probation; and the provision of timely information and useful feedback to enhance induction and professional development. It is concluded that what is needed by probationer teachers includes: enough information on policies and procedures to avoid serious early mistakes; help in becoming acquainted with staff and the community context; basic provision of resources; opportunities for feedback and staff development; and support from staff who have been briefed in the likely needs of probationers. (JDD)

ED 356 198 SP 034 396

Teacher Education for the Twenty-First Century.

An Agenda for Improving Teacher Education.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date—Nov 92

Note—19p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College School Cooperation, *Educational Change, Elementary Secondary Education, Higher Education, Inservice Teacher Education, *Preservice Teacher Education, *Schools of Education, *Teacher Characteristics, *Teacher Education Curriculum, *Teacher Role

Identifiers—American Association of State Colleges and Univs, Professional Development Schools, Teacher Development

Ideas that emerged from the "Teach America I": Teacher Preparation for the New American School conference (Washington, D.C., June 14-16, 1992) and a proposed program for teacher education are documented in this report. The conference was composed of teams of educators from 35 selected Association of State Colleges and Universities (AASCU) institutions who met to consider reforms in teacher education that will better prepare K-12 teachers to meet the challenges of teaching in the 21st century. Twenty-first century learners are characterized, as are the kinds of schools and teachers needed to educate them. AASCU strategies for preparing teachers for the new environment focus on four components of change in teacher education: recruitment, initial professional education, lifelong development, and infrastructure. Proposed changes in recruitment include more rigorous admissions standards and adopting alternative forms of certification. The linchpin of the proposed teacher preparation program is the professional school of education which will reflect some of the characteristics of models used in the preparation of other professionals. An integral part of the professional school of education will be clinical schools. Continuing education for practicing teachers and an integrated approach to pre- and inservice education will be needed. Infrastructure changes include new higher education faculty roles, changes in faculty rewards, new funding models, and increased emphasis on collaboration. (IAH)

ED 356 199 SP 034 397

Granes, Judith

How To Be a Great Club Adviser.

National Association of Secondary School Principals, Reston, Va.

Pub Date—92

Note—38p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1537 (\$6; quantity discounts available).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Clubs, Extracurricular Activities, *Faculty Advisers, Guidelines, Meetings, Planning, Secondary Education, *Student Organizations, Student Participation, Student Role, *Teacher Effectiveness, *Teacher Role, Teacher Student Relationship, Time Management

This guide to being an effective adviser for school clubs begins with an essay explaining the philosophy

of school club advisership. It describes the adviser's role as a leader and as a teacher of leadership. Subsequent chapters discuss the following guidelines: (1) club advisers should be aware of the time needed to support and encourage student members of a group; (2) club officers should have a clear vision of their duties and responsibilities, which is best established through leadership training; (3) clubs function better when they have a written constitution outlining the club's purpose, structure, election procedures, and organization; (4) the adviser sets the tone of club meetings and can help to ensure success by training the executive officers to consider the following elements in meetings: agendas, handouts, fun, order, recognition of outstanding members, role of officers and adviser during the meeting, and meeting evaluation; (5) a systematic approach to recruiting and keeping members is needed, which may include such membership-building ideas as distributing booklets advertising the club or holding "bring-a-guest" meetings; (6) carefully planning club activities and developing an effective planning system are important; and (7) clubs that work to gain and maintain administrative and teacher support fare better. An 18-item bibliography concludes the guide. (JDD)

ED 356 200 SP 034 400

Partridge, Susan
Effective Use of Computers if Differences among Students Are To Be Accommodated.

Pub Date—93

Note—18p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Autoinstructional Aids, *Cognitive Style, *Computer Assisted Instruction, Computer Software Evaluation, *Computer Software Selection, *Courseware, Elementary Education, Holistic Approach, *Individual Differences, Individualized Instruction, *Student Needs, Teacher Effectiveness

Identifiers—Learning Styles Inventory, *Writing To Read Program

Some students do not "take to" computers as a learning tool. Reasons for this include inappropriate software; use of the same software for all students rather than accommodation of different interests, needs, and learning styles; and various handicaps (both physical and mental). For example, many students prefer a holistic approach; others a skill and practice approach. Effective results with computer programs can be obtained by a knowledgeable teacher who considers the uniqueness of each child a challenge and discovers students' learning styles, perhaps utilizing a Learning Style Inventory. Subsequent to a determination of each student's learning style, software selection requires considerable thought. Interviews with university students and a review of relevant literature validates the idea that computer software can support instruction for various learning styles but not without the high quality help of a knowledgeable, creative, and caring teacher who recognizes, respects, and provides for the many differences among students and who realizes that computer learning may not be for everyone. These views are illustrated by many of the assessments of the "Writing to Read" computer program sponsored by International Business Machines. The paper concludes with a list of 12 implications of this study. (Contains 10 references.) (LL)

ED 356 201 SP 034 413

Baron, Eleanor B.

Discipline Strategies for Teachers. Fastback 344.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-344-1

Pub Date—92

Note—32p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$1.25).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, *Class Organization, *Classroom Techniques, *Discipline Policy, Discipline Problems, Elementary Education, *Guides, Models, Policy Formation, Prevention, *Student Behavior, Student Teachers, *Teacher Effectiveness, Teaching Experience

Classroom management and effective discipline are skills that all beginning teachers must learn. Classroom management refers to those procedures or routines a teacher uses to maintain a smoothly

running classroom; discipline refers to those techniques or strategies a teacher uses to respond to specific acts of student misbehavior. This booklet, intended primarily for student teachers and beginning teachers, provides practical strategies for both classroom management and discipline that are solidly based in theory. The publication is divided into three parts. "Prevention Strategies: A Discipline Plan" discusses classroom routines and behavior rules, and the arrangement of both seating and instructional materials. "Four Discipline Models" describes and analyzes the assertive discipline model, a traditional model, the effective momentum management model, and the reality therapy model. "Discipline Scenarios" presents and analyzes both effective and ineffective approaches to developing behavior rules and routines, focusing on preventive strategies and the discipline models. The document concludes with a synthesis of discipline strategies that teachers can use to help maintain an orderly classroom environment. (Contains seven references.) (LL)

ED 356 202 SP 034 417

Hale, Marilyn

Perceptions of Participants in the Orientation Buddy Program in Area 10. Research Report

#91/92-10.

Scarborough Board of Education (Ontario).

Pub Date—Feb 92

Note—39p; Issued by the Research Centre Program Development.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teacher Induction, Beginning Teachers, Boards of Education, Elementary Education, Foreign Countries, Inservice Teacher Education, *Mentors, *Pilot Projects, *Principals, Program Design, *Program Evaluation, Program Validation, School Districts, School Surveys, Teacher Orientation

Identifiers—Scarborough Board of Education ON

Scarborough (Ontario) School District Area 10

has had a "New Teacher Support Committee" since

September 1991, the focus of which is the support

of beginning teachers. During the fall of the 1991-92

school year, Area 10 elementary schools participated

in a first year teacher orientation program designed

to help teachers new to the Scarborough Board of

Education through their first few months in the

system. Each first year teacher was paired with an

orientation buddy, a teacher who would act as a

mentor/buddy for the new teacher. Since this was

the first year of the program, school board administrators

were interested in the perceptions of participants

regarding the program's impact. Surveys were

developed to review various aspects of the program

and to gather participants' comments in order to

determine whether the program was useful. Results

displayed in tabular form, indicate that beginning

teachers felt it was important to have a buddy, and

that both the orientation buddies and the participating

principals were interested in being involved in the

program again. Comments and suggestions for future

inservices are included in the discussion. Four

appendices, which comprise three-fourths of the

report, provide copies of the "Orientation Buddy

Program Area 10 First Year Teacher Survey";

"First Year Teacher Survey—Comments"; "Orientation

Buddy Survey"; and "Principal Survey." (LL)

ED 356 203 SP 034 420

Kimeldorf, Martin

Educator's Job Search: The Ultimate Guide to

Finding Positions in Education.

National Education Association, Washington, D.C.

Report No.—ISBN-0-8106-1860-5

Pub Date—Feb 93

Note—85p.

Available from—National Education Association

Professional Library, P.O. Box 509, West Haven,

CT 06516 (Stock No. 1860-5-00).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education,

*Employment Interviews, Employment Opportunities,

Higher Education, *Job Analysis, Job Applicants,

*Job Search Methods, Network Analysis, Problem Sets, *Resumes (Personal),

Self Evaluation (Individuals), Teacher Attitudes,

Teaching (Occupation)

This workbook offers advice and exercises for anyone planning a job search in the field of educa-

tion. By completing the exercises prior to planning a job search, it is possible to learn to examine oneself for strengths, weaknesses, past experiences, and goals; investigate school districts to see how they compare with one's own attributes and goals; network to discover leads and key contacts; write an impressive resume; give a great interview; effectively organize and maintain a job search; and thoroughly evaluate job offers. Four key job-hunting tips are identified: championing personal strengths; using back doors, such as meeting teachers in the field or networking at conferences; thinking like an employer; and continuously following up in order to demonstrate a sincere interest in a particular school district. The guide is organized into seven chapters: (1) Assess Yourself; (2) Survey Prospective Schools; (3) Write the Right Resume; (4) Line Up Your Interviews; (5) Master the Interview; (6) Maintain a Winning Attitude; and (7) Evaluate Your Offers. Appendices provide tips for college and university job seekers and information about finding overseas jobs. (LL)

ED 356 204 SP 034 422

Cheng, Maissy Brown, Robert S.

A Two-Year Evaluation of the Peer Support Pilot

Project: 1990-1992.

Toronto Board of Education (Ontario). Research

Dept.

Report No.—ISBN-0-88881-220-5; ISSN-0316-

8786

Pub Date—Dec 92

Note—60p.

Available from—Toronto Board of Education, Research

Department, 155 College St., Toronto, Ontario,

Canada M5T 1P6 (\$5 Canadian).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Beginning Teacher Induction, Elementary Secondary Education, Foreign Countries, Individual Development, *Mentors, *Pilot Projects, Principals, Program Design, *Program Effectiveness, Program Evaluation, Role Perception, Self Concept, *Teacher Attitudes

Identifiers—Canada, Toronto Board of Education ON

The Teacher Peer Support Program (Toronto,

Ontario, Canada) described in this report was monitored

for 2 years, from its inception in the 1990-1991

school year. The main objective of the research was

to ascertain the degree of success of a formal induction

program. Sources of information included questionnaire

data from two cohorts of novice and mentor teachers

and their principals. A group of non-mentored novices

was also surveyed to provide a basis for comparison. Data

were collected using journal entries in year 1 and focus

group interviews in year 2. Data for both groups of

beginning teachers are presented in terms of self-

identity as a teacher, perceived competence, and

evaluation of the project. Mentors evaluated the

project and their own personal growth. Obstacles

that could limit the potential of the program were

identified, and ideas for change offered by teacher

participants and principals. Appendices provide

program structure and process; a summary of topics

discussed between beginning teachers and mentors;

activities that mentors and novices did together;

strengths and benefits of the pilot project; concerns

about the project; principals' responses to questionnaire

items; changes recommended by beginning

teachers, support teachers, and principals; and sample

research instruments. (LL)

ED 356 205 SP 034 423

Guide to the Exchange of School Teachers in the

European Community.

Commission of the European Communities, Brussels

(Belgium).

Pub Date—92

Note—41p.; A product of the Task Force for Human

Resources, Education, Training and Youth.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education,

*Faculty Mobility, Foreign Countries, Inservice

Teacher Education, Multicultural Education,

Program Content, Program Evaluation, Teacher

Behavior, *Teacher Exchange Programs

Identifiers—European Communities Commission,

*European Community

This guide offers practical assistance to all persons

participating in exchanges under the "Exchange

scheme for school teachers in the European Community," and it provides exchange participants with

implications. The publication is organized into four sections. Part 1 situates the scheme within the general framework of activities undertaken by the Commission of the European Communities pursuant to a 1988 Resolution on the introduction of the European dimension in education and eligibility conditions for exchanges. Part 2 discusses pedagogical aspects and the institutional framework including projects, schools, the European dimension of the project, networks, head teachers, evaluation, follow-up, and inservice training. Part 3 offers practical advice on how to achieve the most favorable conditions for exchanges, based on feedback from previous experiences. Part 4 compiles information concerning the types of documentation which are necessary and useful to have. Four appendices provide a list of national structures (government agencies); addresses of LINGUA, PETRA and ARION (large-scale European Community programs), an application form, and an evaluation questionnaire. (LL)

ED 356 206

SP 034 436

Pigge, Fred L. Marso, Ronald N.

Outstanding Teachers' Sense of Teacher Efficacy at Four Stages of Career Development.

Pub Date—Feb 93

Note—11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993). Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Attitude Change, Attitude Measures, *Career Development, Comparative Analysis, *Education Majors, Elementary Secondary Education, Higher Education, Individual Development, Preservice Teacher Education, *Self Efficacy, *Teacher Attitudes, *Teaching Experience

Identifiers—Experienced Teachers, *Outstanding Teachers, Preservice Teachers, *Teacher Efficacy Scale

A sense of efficacy, the extent to which teachers believe that they have the capacity to affect pupil performance, is related to both teaching behaviors and pupil performance. This study was designed to test the developmental hypothesis that teachers' sense of efficacy would increase during their successful progression through preservice training and inservice teaching. Approximately 300 outstanding preservice and inservice teachers at 4 distinctly different stages of career development were administered the Teacher Efficacy Scale. The sample consisted of highly successful teachers ($N=225$) and of high-potential prospective teachers ($N=65$) at the commencement of teacher preparation and at early-, mid-, and late career development stages. Findings indicated that the four groups of outstanding preservice and inservice teachers did not report statistically significant different senses of personal teaching efficacy or teaching efficacy. Differences between the 4 groups of responses of 5 of the 16 efficacy statements were significant, but the differences were limited to those between preservice and inservice teachers. These item analyses also indicated that preservice teachers tended to report a lower sense of personal efficacy but a higher sense of the efficacy of teachers as a group than did the inservice teachers. (Contains 16 references.) (LL)

ED 356 207

SP 034 437

Touzel, Timothy J.

Portfolio Analysis: Windows of Competence.

Pub Date—Feb 93

Note—25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993). Appendix includes handwritten samples and a page of broken type.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Education Majors, Elementary Secondary Education, *Evaluation Methods, *Evaluation Problems, *Evaluators, Higher Education, Individual Development, *Portfolios (Background Materials), Preservice Teacher Education, *Student Evaluation, Teacher Education Programs, Teacher Educators, Teaching Experience, Teaching Skills, *Test Reliability

Identifiers—Authentic Assessment

The overall assessment of teacher education students by means of testing may not be the best indicator of competence in a professional field.

Assessors must possess both valid and reliable ways of discerning which students have the necessary skills to be effective in the classroom. Portfolio analysis is one way to get better, more valid data about teacher education majors and to focus on skills and behaviors that are most important to the development of quality teachers. This paper defines portfolios and how they enrich assessment, offers guidelines and examples for the use of portfolios, highlights some major problems, and reports results from teacher education majors who have used portfolios. A portfolio is defined as a method of exhibiting a person's learning over time, making a broad-based rather than a narrow evaluation, and using a variety of data sources and methods for data collection. The document concludes with implications for teacher education, suggesting that evaluations be authentic rather than artificial and narrow, include a variety of measures rather than single scores, be kept longitudinally, evidence a sense of striving to improve upon past efforts, and be developmental rather than summative. An appendix provides examples from education majors' practicum portfolios. (LL)

ED 356 208

SP 034 438

Shulman, Judith

Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions. [Revised.]

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 92

Contract—RP91-00-2006

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For earlier version, see ED 349 306.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, *Behavior Change, *Case Studies, Discussion (Teaching Technique), Educational Practices, Elementary Secondary Education, Faculty Development, Inservice Teacher Education, *Multicultural Education, Social Bias, *Teacher Attitudes, *Teacher Response

Identifiers—*Analytic Approach, *Case Method (Teaching Technique)

This analysis of a pilot study in inservice teacher education seminars provides insight into the potential of case-based methods in multicultural education and exposes some of the difficulties that accompany this approach, for both discussion leader and participants. Rather than passively listening to generalized knowledge on multiculturalism through lectures, teachers have an opportunity to explore key issues in the context of real classrooms. They can make explicit their beliefs about teaching and learners; they can test out their assumptions about practice; they can confront their personal biases through a shared, socially constructed, and deeper understanding of issues related to race, class, gender, and culture; and they can transform what they learn into effective instructional practices. The intensity of participants' contributions during the discussions, while at times difficult for both the participant and the facilitator, indicates how important this vehicle is for discussing these sensitive topics. The paper is organized into five sections: (1) Case Methods in Multicultural Education: Background; (2) Confronting Bias, Innocence, and Racism: A Case in Point; (3) Findings: Impact on Participants; (4) The Challenges of Case-Based Teaching; and (5) Implications. (Contains 23 references.) (LL)

ED 356 209

SP 034 439

Rohrer, John Wandberg, Bob

An Innovative School Health Education Model**Designed for Student Achievement.**

Pub Date—[93]

Note—16p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Measures, Child Health, Cognitive Measurement, *Educational Innovation, *Educational Objectives, Elementary Secondary Education, *Health Education, *Health Promotion, *Outcomes of Education, Program Design, Student Attitudes, Student Behavior, *Teaching Methods

Identifiers—Minnesota, *Minnesota School Health

Education Model, National Goals

New threats to the health of American children, often psychosocial in nature due to societal changes, must be addressed. The Minnesota School Health Education Model is based on the integration of four primary components: (1) school health education goals aimed at health promotion, disease prevention, and long-term positive health effects on families and communities; (2) measurable behavioral learner outcomes; (3) demonstrated student competencies; and (4) teaching strategies. This program identifies 11 specific goals developed by nearly 700 Minnesota health and education professionals with assistance from the United States Public Health Service, the Institute of Medicine, and the Centers for Disease Control, with attention to the National Health Objectives for the Year 2000. Behavioral learner outcomes are expected for each goal. Students are then able to acquire four cognitive, affective, and skill competencies: knowledge, attitudes, personal skills, and social action. This model program is dedicated to improving the health of students, their families, and their communities through use of this broad, integrated approach in the classroom. A diagram of the Minnesota School Health Education Model and samples of an instructional dimension and related teaching strategy are appended. (Contains 13 references.) (Author/LL)

ED 356 210

SP 034 440

West, Richard P., Ed. Hamerlynck, L. A., Ed.

Designs for Excellence in Education: The Legacy of

B. F. Skinner. Limited Edition.

Report No.—ISBN-0-944584-52-7

Pub Date—92

Note—284p.

Available from—Sopris West, Inc., 1140 Boston

Avenue, Longmont, CO 80501 (\$29.50).

Pub Type—Collected Works—General (020)

Document Not Available from EDRS.

Descriptors—Behavioral Sciences, *Behavior Theories, Educational Improvement, Educational Practices, Elementary Secondary Education, *Excellence in Education, Higher Education, *Learning Theories, Psychological Studies, *Skill Development, Teacher Education, Teacher Effectiveness, Teacher Improvement, Teaching Methods, *Teaching Skills

Identifiers—Behavior Analysis, *Learning about Learning, Reform Efforts, *Skinner (B F)

This volume is designed to provide a comprehensive picture of the range of verified educational practices which derive from psychologist B. F. Skinner's pursuit of the science of learning and behavior. The book begins with a challenge to the American system of education in the form of an article by Skinner, "The Shame of American Education." The book is then divided into three parts. Part 1, "Designs for Excellence: Behavior Analysis and Teaching," includes the following selections: (1) "Programmed Instruction and Teaching Machines" (Ernest A. Vargas, Julie S. Vargas); (2) "Direct Instruction: A Twenty Year Review" (Wesley C. Becker); (3) "Precision Teaching" (Richard P. West, K. Richard Young); and (4) "Behavior Analysis and Technology in Higher Education" (Kenneth E. Lloyd, Margaret E. Lloyd). Part 2, "Designs for Excellence: Behavioral Training and Programs," includes three selections: (5) "Early Childhood and Parent Education" (Sidney W. Bijou); (6) "Influences and Effects of the Behavioral Paradigm in Special Education" (Eugene Edgar and Stephen Sulzbacher); and (7) "Applied Behavior Analysis in Sport and Physical Education: Past, Present, and Future" (Garry L. Martin). Part 3, "Designs for Excellence: Systematic Approaches," offers one selection: (8) "The Teacher as Strategic Scientist: A Solution to Our Educational Crisis?" (R. Douglas Greer). (LL)

ED 356 211

SP 034 442

Vollmer, Marian L. Creek, Roy J.

Teacher Assessment: A Continuing Controversy.

Pub Date—Feb 93

Note—13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Competence, Elementary Education, *Evaluation Criteria, Graduate Students, Higher Education, Measurement Objectives, *Measurement Techniques, Preservice Teacher Education, Student Teacher

Evaluation. *Teacher Evaluation, Teacher Interns Identifiers—*NTE Specialty Area Tests, Pedagogical Content Knowledge, *Teacher Performance Assessment Instrument

Recent literature emphasizing the relationship of content knowledge to teaching performance has provided an impetus for some evaluators to use formal tests to assess teachers' understanding of subject matter. This study, conducted at a laboratory school connected with the University of Pittsburgh (Pennsylvania), examines the relationship between subjective and objective assessment instruments, specifically, the relationship between the Teacher Performance Assessment Instrument (TPAI), a measure focusing on teacher competence, and the National Teacher Examination's Education in the Elementary School Specialty Area Test (NTE/EES), covering knowledge in eight subject areas. Thirteen interns in the Master of Arts in Teaching program were evaluated by their assigned master teachers at the beginning of the Fall semester and toward the end of the Spring semester. The TPAI was used to assess their performance competencies and the NTE/EES was used to assess their subject knowledge. Data analysis revealed substantial gains on the TPAI as compared to moderate gains on the NTE/EES from one semester to the other. These data suggest that it would be possible to employ a teacher, based upon high NTE scores, who might receive poor evaluations based upon other performance instruments. One inference that can be drawn is that an intense practicum of sufficient duration produces statistically significant gains in both classroom performance and subject matter knowledge. (Contains 13 references.) (LL)

ED 356 212 SP 034 444
Shanoski, Lorraine A. Hranitz, John R.
A Foundation for Excellence in Teaching.
Pub Date—18 Feb 91

Note—8p; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 14-18, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Educational Philosophy, *Educational Practices, Elementary Secondary Education, Excellence in Education, National Surveys, Professional Development, Profiles, *Teacher Attitudes, *Teacher Characteristics, Teacher Education Programs, *Teacher Effectiveness, Teacher Student Relationship, *Teaching Experience
Identifiers—*Outstanding Teachers, *Teacher of the Year

A study conducted in 1989 presented a profile of Pennsylvania Teacher of the Year Award winners and nominees. The study described in this paper built on and expanded this research by developing a profile of outstanding teachers at the national level. Questionnaires were distributed to 138 Teachers of the Year (1987-89). Forty-eight respondents from 35 states identified outstanding teacher characteristics, educational background and experience, important teacher tasks, and reactions to current educational issues and trends. In addition, these teachers evaluated their preparation programs. Results indicate that outstanding teachers have 16 to 20 years experience; achieve educational levels equal to or beyond the masters degree; combine coursework with classroom demands; give teacher education programs below average to good ratings; support utilization of mentors; and consider subject matter knowledge, love of children, and excellent communication skills as the most important teacher characteristics. They identify the five most important tasks for teachers as challenge and motivation of students, selection of appropriate learning activities, active listening to students, affirming and supporting students in their learning efforts, and checking for student comprehension and providing feedback. Findings imply that research on outstanding teachers can be utilized to build a foundation for excellence in teacher education and teaching. (LL)

ED 356 213 SP 034 445
Teddle, Charles. And Others
Differential Characteristics of Participants in Louisiana's Model Career Option Program.
Pub Date—Sep 92

Note—25p; Paper presented at the Annual Meeting of the Association of Louisiana Evaluators (New Orleans, LA, September 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Career Development, Demonstration Programs, Elementary Secondary Education, *Inservice Teacher Education, Mentors, *Participant Characteristics, Principals, *Program Effectiveness, Program Evaluation, Program Improvement, Teacher Interns, Teacher Participation, *Teaching (Occupation)

Identifiers—*Career Options Research and Development, Louisiana, Option Weighting
The Model Career Option Program (MCOP), mandated in 1988 by the Louisiana Legislature, provided funds to pay superior teachers additional salaries for performing a variety of additional services. There were three option categories for teachers in the 1991-92 school years: (1) mentor or peer consultant; (2) supplemental teacher; and (3) staff or curriculum developer. The evaluative study reported in this paper focuses on two questions that were part of the larger study that was undertaken to provide information to policymakers at the state and local levels regarding the extent to which the goals of the program were met. The two questions more fully examined in this report are: (1) How did principals, teachers, and interns perceive the effectiveness of the program? and (2) Were there significant differences in participants' perceptions of the program depending on which of the three options was utilized? The study recommends modifications needed to operate and administer the program. Teachers, principals, and mentors were sent questionnaires to assess their attitudes toward MCOP. Statistical data derived from the questionnaires are displayed in tabular form for MCOP year 1991-92: (1) study frame and response rates; (2) rankings of mentors, interns, and principals priorities for outcomes; (3) peer consultants', teacher participants', and principals' rankings of priorities for outcomes; (4) significant differences between mentor and intern responses; (5) significant differences between peer consultants, teacher participants, and their principals; (6) significant differences between teachers in the three MCOP options; and (7) option of the mentor teachers. (LL)

ED 356 214 SP 034 446
Warshaw, Mimi B.
The Future Teacher Institute: An Organizational Handbook.

Consortium for Minorities in Teaching Careers, Dominguez Hills, CA.
Spons Agency—Department of Education, Washington, DC.

Pub Date—92
Note—75p.
Pub Type—Reports—Descriptive (141)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Career Choice, *Career Exploration, *College Environment, *Demonstration Programs, Elementary School Students, Higher Education, High Schools, High School Students, Intermediate Grades, Learning Experience, *Minority Groups, Program Design, Student Participation, *Student Recruitment, *Teaching (Occupation)

Identifiers—California State University Dominguez Hills, *Future Teacher Institute CA
The Future Teacher Institute (FTI) is a minority teacher recruitment model, initiated and field-tested at California State University Dominguez Hills (CSUDH) over a 5-year period. The FTI's goal is twofold: (1) to involve promising minority high school students in a direct teaching/learning experience; and (2) to familiarize fourth- through sixth-grade minority students and their parents with a college environment so that higher education might be viewed as possible and desirable. During a 10-week cycle of Saturday meetings, teams of 5 high school students learn and practice techniques of group planning and teaching, and they present enriched learning activities to groups of 10 to 15 local elementary students. In pre- and post-institute questionnaires, the number of participants interested in teaching careers rose from 41 to 68 percent. Participants will be followed for 5 years to determine the program's impact on career choice. Appendices provide elementary and high school student recruitment procedures, resources and computer software lists, an outline for a first week orientation, an example of a team notebook, a parent program design, culminating activities, parent evaluation form, space needs, and a program evaluation form. (LL)

ED 356 215 SP 034 447
Winand, Lois L. Morris, Vivian Gunn
Field Test of Curriculum for School-Age Pregnant

Students and School-Age Parents. Final Report.
Glassboro State Coll., NJ. Dept. of Home Economics.

Pub Date—Jun 89
Note—113p; Appendix C contains photocopies of newspaper articles which will not reproduce clearly.

Pub Type—Reports—Evaluative (142)
EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Consumer Education, *Curriculum Development, Curriculum Evaluation, Early Parenthood, Field Tests, *Home Economics, Home Economics Teachers, Inservice Teacher Education, *Pregnant Students, *Program Improvement, Secondary Education, *Teacher Improvement, Teaching Methods
Identifiers—New Jersey, *School Age Parents

The purpose of this project was to strengthen consumer and homemaking education programs in New Jersey by increasing the competence of home economics educators to meet the needs of school-age pregnant and parenting students through their programs. The objectives of the project were: (1) to field test a curriculum designed for school-age pregnant and parenting students; (2) to develop a final draft of the curriculum using input from 14 home economics educators who participated in the field test (their written and oral input were compiled into an evaluation report that was used to revise the guide); and (3) to disseminate the revised curriculum to home economics educators in the State of New Jersey. The document is organized into six sections: (1) assessed need; (2) management plan (goal, objectives, activities); (3) implementation (duration of project, consultants, curriculum guide); (4) personnel; (5) sex equity; and (6) evaluation. Appendices, which comprise 90 percent of the document, provide a list of project staff, consultants, meeting agendas, field-test teachers, registration forms, recruitment procedures, publicity, evaluation reports and evaluation instruments. (LL)

ED 356 216 SP 034 450
Dew, Debra R. Waggoner, Jan E.
New Models for Reaching Diverse Learners.
Pub Date—Feb 93

Note—19p; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Collegiality, *Cooperating Teachers, *Course Evaluation, Elementary Secondary Education, Feedback, Graduate Study, Higher Education, *Inservice Teacher Education, Lesson Observation Criteria, *Methods Courses, Student Teachers, Student Teacher Supervisors, *Teaching Models

Identifiers—Collaboration for Improvement of Teacher Educ., *Diversity (Student)

This paper reports on the influence of a graduate course, "Methods for Masters," designed to broaden the pedagogical repertoires of cooperating teachers by providing experience in six instructional models (cooperative learning, concept attainment, group investigation, learning contracts, simulations, and synectics). The course used principles of adult learning. During each of two consecutive summer sessions a cadre of experienced teachers enrolled in the course. These teachers reported the three main benefits of this course as having the opportunity to present to peers lessons using the six models, seeing others present model lessons in various content fields, and receiving feedback from professors and peers. Through interviews and journal entries, participants responded to their personal paradigm shifts, and they anticipated use of the models in classrooms, in working with student teachers, and as vehicles for reaching diverse learners. Utilization of the strategies learned in the course engendered greater collaboration between university supervisors, cooperating teachers, and student teachers. Cooperating teachers learned to assist new teachers in experimenting with, refining, and incorporating a wider range of teaching methodologies to reach more diverse learners in the educational process. The distinction between this course and others found in a review of literature was the inclusion of the element of practice with collegial feedback and the long-term impact of the course as suggested by longitudinal data. (Contains 23 references.) (LL)

ED 356 217 SP 034 451
Marzano, Robert J. And Others
Toward a Comprehensive Model of Assessment.

Mid-Continent Regional Educational Lab., Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 92

Contract—400-86-0002

Note—150p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, *Competency Based Education, Educational Assessment, Educational Innovation, Elementary School Students, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Evaluation Research, Excellence in Education, *Intellectual Disciplines, Knowledge Level, Models, Secondary School Students, *Student Evaluation, *Task Analysis, Teacher Expectations of Students

Identifiers—Alternatives to Standardized Testing, Authentic Assessment, *Competency Based Evaluation, *Comprehensive Assessment Program, Conventional Testing, Reform Efforts

The model presented in this document integrates authentic assessment with traditional evaluation practices to create comprehensive assessment systems for elementary and secondary school students. Specifically, the model poses six categories of competencies that enjoy high levels of acceptance and construct validity: (1) knowledge of concepts, generalizations, processes, and strategies considered critical to specific content areas; (2) the ability to use complex reasoning processes; (3) the ability to gather and utilize information from a variety of sources in a variety of modes; (4) the ability to communicate effectively; (5) the ability to regulate one's own learning and development; and (6) the ability to work in a cooperative/collaborative manner. These competencies are meant to be assessed in three basic ways: through multiple validations, through secured tasks, and through portfolios. Implicit in this model is the identification of world class standards within content areas identified as important at the local, state, or national level. Six appendices, which comprise most of the document, provide definitions of 14 complex reasoning processes; subcompetencies of the 14 complex reasoning processes; benchmarks demonstrating student abilities in content areas; authentic classroom tasks; generalized rubrics for declarative knowledge; and elementary and secondary school tasks. (Contains approximately 85 references.) (LL)

ED 356 218

SP 034 452

Franklin, Veronica

What Factors Influence Sports Participation among Afro-American Female Adolescents.

Pub Date—Mar 93

Note—39p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Athletics, Black Stereotypes, *Black Students, Elementary Secondary Education, *Females, Literature Reviews, *Performance Factors, Racial Bias, Self Concept, Sex Bias, Socialization, Student Attitudes, Student Behavior, Student Motivation, *Student Participation

Identifiers—Afro Americans, Minnesota (Minneapolis)

This study investigates factors influencing participation of Afro-American female adolescents in sports. Following a review of the literature, two topics are addressed. The first of these, "Behavior in Sport," discusses benefits of sports to youth; stereotypes of Afro-American female sports participants; behaviors of female athletes; and the effects of motivation. The second topic, "Attitudes of Afro-Americans," focuses on adolescent problems, stereotypical ways of looking at Afro-American athletes, how Afro-Americans are socialized into sports, sexism, and racism. Two groups of Afro-American females were interviewed to determine linkages between attitudes towards sports participation and self-image. The girls expressed self-confidence in their ability to play the game, but demonstrated an absence of inner confidence. Results also suggest that Afro-American females regard success as always winning and being attractive to others. At the same time, they are faced with a discrepancy between what appears to be successful and what success really is. The girls' self-image ap-

pears to be derived from what those around them think, thereby relating participation to self-image. Eight tables are included. (Contains 25 references.) (LL)

ED 356 219

SP 034 455

Teitel, Lee

Getting Started: Issues in Initiating New Models for School and University Collaborations.

Pub Date—14 Feb 91

Note—14p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (15th, Boston, MA, February 14, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Educational Change, Higher Education, Intermediate Grades, Junior High Schools, Middle Schools, Organizational Development, Organizational Theories, *Preservice Teacher Education, *Program Development, *School Restructuring, *State Departments of Education

Identifiers—*Interorganizational Relationships, Professional Development Schools

This paper examines the issues that emerged in the first six months of a collaborative program initiated by the Massachusetts State Department of Education for simultaneously developing or improving middle school teacher preparation programs and restructuring middle schools. The literature on inter-organizational collaboration provides a framework for exploring the processes that educators in the middle schools and the higher education institutions went through as they tried to establish relationships, define and accept common goals, and plan joint activities. The program started in 1990 and involved four teacher preparation institutions and six middle schools. Data for this report were collected through observation of participants at all-day institutes and through semi-structured interviews. This paper focuses on three sets of issues that emerged across all the sites: (1) partnership issues, including the tensions that arise when organizations try to work collaboratively with one another; (2) internal issues, including tensions that arise over priorities and other organizational dynamics; and (3) issues related to the Massachusetts State Department of Education, including tensions associated with the State's role in facilitating and organizing the project. (IAH)

ED 356 220

SP 034 456

Didham, Cheryl K.

Infusing a Multicultural Perspective in Teacher Education through Cooperative Learning.

Pub Date—Feb 93

Note—10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Cooperative Learning, Elementary Secondary Education, Higher Education, *Interpersonal Competence, *Methods Courses, *Multicultural Education, Social Behavior, Social Integration, *Student Behavior, *Teacher Education Programs, Teacher Role

This paper discusses what teacher education programs can do to prepare teachers for diverse classrooms. One approach is through cooperative learning, since children come to school with various orientations to cooperative behavior. Many teachers, however, jump into cooperative activities with little thought of the behaviors needed by students to work together. Helping children understand the value of cooperative learning and teaching appropriate behaviors for group work and group success need to be a major goal of the teacher. Teacher preparation programs should lead the way in modeling and teaching cooperative techniques. A majority of teachers experience failure when using cooperative learning due to a lack of preparation of their students in social skills. Prosocial behavior should transfer to other activities children engage in; if taught correctly, children should maintain the same behavior in any other situation. Since teachers are called upon to produce not only good learners but good people, teaching children to cooperate at school will transfer to home, play, and eventually to work. Also presented are selected success stories of teachers' experiences with cooperative education. (Contains 8 references.) (LL)

ED 356 221

SP 034 460

Hagborg, Winston J.

Teacher and High School Student Grade Retention Attitudes.

Pub Date—Apr 93

Note—15p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Washington, DC, April 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Attitude Measures, Elementary School Teachers, Elementary Secondary Education, *Emotional Response, *Grade Repetition, High Schools, High School Students, Secondary School Teachers, Social Attitudes, *Student Attitudes, *Teacher Attitudes

This paper reports on a study investigating teacher and student attitudes toward grade retention. Questionnaires were completed by elementary, middle, and high school teachers (N=37), and high school students (N=62). The student population was organized into two groups: (1) grade repeaters; and (2) a control group composed of an equal number of nonrepeaters. Grade repeaters were asked about their own retention experiences and the experiences of acquaintances; the control group was questioned only about acquaintances. Teachers were asked to rate the effectiveness of retention on students they had taught. Information was then integrated with previous studies. Results suggest that across all groups, scholastic benefits of retention were viewed as exceeding emotional benefits; grade repeating students recalled considerable distress at the time of retention, but over time most came to view it as an academically positive event; both teachers and students were doubtful about the reported benefits of retention, and it is suspected they would prefer a different approach. Teacher and student attitudes are displayed in tabular form. (Contains 15 references.) (LL)

ED 356 222

SP 034 463

Seidler, Todd

Large Indoor Sports and Recreation Facilities.

Pub Date—Mar 93

Note—51p.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Building Design, Building Innovation, College Athletics, *College Buildings, *Geographic Location, Higher Education, *Physical Education, *Physical Education Facilities, *Recreational Facilities, Recreational Programs, School Location, Structural Elements (Construction)

Identifiers—*Athletic Facilities

This paper presents an overview and analysis of field houses, stadiums, arenas, and campus recreation centers. All are large indoor sports or recreation facilities. In general, stadiums and arenas are spectator facilities while field houses and campus recreation centers are primarily designed for activity. A college field house is a structure that encloses large open areas for sports and recreational activities. Campus recreation centers, a fast growing concept, are designed to improve the quality of campus life. Examples of each of these structures is provided, with locations and descriptions. To ensure that any new construction of a large sports or recreation facility will meet the present and future needs of users, a number of considerations must be addressed during the planning process: site selection; single use versus multi-purpose facilities; modules; lighting, heating, ventilation, and air conditioning; entrances, exits, and lobbies; facility management offices; rest rooms; storage; spectator seating; and sight lines. Innovations in construction types include: geodesic domes; fabric structures; tension structures; air-supported structures; combined air-supported and tension structures; and portable air structures. (Contains 12 references.) (LL)

ED 356 223

SP 034 465

Bennett, John P. Morris, Bernadette

Let the Good Times Roll — Laissez les bons rouler.

Pub Date—Mar 93

Note—20p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993). Map of France and musical scores may not reproduce clearly.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Activities, Cultural Awareness

ness, Cultural Education, *Dance Education, Elementary Secondary Education, Folk Culture, *Foreign Culture, *French, *French Canadians, Music, Social History
 Identifiers—*Cajuns, *France, French Culture, Musical Scores

This paper integrates learning about international culture through the avenue of dance, and focuses on learning about specific regions of France, and about French Canadians, and Louisiana Cajuns through dance selections. The international flavor is not limited to dances from France, but includes French-Canadian and Cajun dancing as well. Opportunities are presented for teachers and students to examine French and French Canadian history, customs, traditions, and language development and to bring the curriculum to life through dance. Musical scores and dance instructions with diagrams are presented for the following dances: La Gallette, Le Branle du Quercy, Le Branle Morvandiau, La Bastirgou, Cajun Waltz, and Cajun Two-Step. Also included are a map of France; a discussion of Les Bransles, an early form of folk dancing; a brief history of the French settlement of Canada and the importance of music to the early settlers; and a discussion of the Louisiana Cajuns, French settlers who originally settled in Nova Scotia, New Brunswick, and Prince Edward Island and later migrated to Louisiana, and whose songs and dances celebrate love and family life. (Contains a resource list of books, records, and audio equipment.) (LL)

ED 356 224 SP 034 468

Hakes, Barbara. And Others

Using Compressed Video To Coach/Mentor Distant Teacher Interns.

Pub Date—Jan 93

Note—18p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperating Teachers, Course Descriptions, *Distance Education, Educational Technology, Elementary Secondary Education, *Feedback, Higher Education, *Interactive Video, Pilot Projects, Preservice Teacher Education, *Student Teachers, *Student Teacher Supervisors, Telecommunications

Identifiers—*Compressed Data Interactive Video Technology, Post Hoc Methods, University of Wyoming

Wyoming, a rural state with a small population scattered over vast geographic areas, brought a compressed digital video network online to connect the University of Wyoming and the State's seven community colleges. The College of Education at the University received a grant to develop a coaching/mentoring model for teacher interns over distance. The model is being taught to 16 practicing professionals (student teacher supervisors and cooperating teachers) across the state and incorporates the concept of immediate feedback for teacher interns as opposed to using post-hoc strategies for providing feedback. A study was designed to collect data from each of six volunteer teacher interns and their coaching teams using interactive technology; simultaneously, post hoc feedback was provided to six teacher interns. At the end of the pilot each of the 12 teacher interns was evaluated by a panel of professionals; the evaluation instruments consisted of a set of 10 questions and a 10-minute videotape submitted by the interns of their last week of teaching. The question of whether the communications technologies for feedback were as effective as face-to-face, post hoc feedback was addressed and results were applied to a revision of the coaching and mentoring course. A complete description and syllabus of the Field Studies in Coaching/Mentoring via Compressed Video course is appended. (Contains 6 references.) (LL)

ED 356 225 SP 034 473

Barnes, Carol P.

Beyond the Induction Year.

Pub Date—Feb 93

Note—11p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Teacher Induction, *Beginning Teachers, College School Cooperation, Elementary Education, *Elementary School Teachers, Faculty Development, Higher Educa-

tion, Inservice Teacher Education, *Institutional Role, Mentors, *Problem Solving, *Teacher Educators, *Teacher Improvement, Teaching Experience

Identifiers—California New Teacher Project

This paper reports on a study that looked at the concerns of elementary school teachers in their second year of teaching and explored the role that institutions of higher education (IHE) might play in this phase of teachers' development. The sample was comprised of two groups of second year teachers (N=25); one group had participated in a university course, "Issues in First Year Teaching," during the induction year; the second had participated both as first and second year teachers in the California New Teacher Partnership Project, a cooperative effort between two IHEs and six local school districts. Structured interviews revealed the following concerns expressed by second year teachers: more pressure to conform; a real dissonance between how they were taught to teach in teacher education, and how they were expected to teach in year two; time management problems both in and outside the class; how to deal effectively with parents, peers, and administration; and how to teach diverse populations. All teachers reported seeking help from principals; only one reported getting help from a mentor teacher. Both groups noted that much help had been received from IHE faculty members with whom they felt safe discussing any issue, indicating a strong role for teacher educators from IHEs in the continuing development of teachers, both as trusted and wise confidants and as bearers of current classroom research. (LL)

ED 356 226 SP 034 474

Scheetz, L. Patrick. Slade, Katie

Teacher Supply & Demand in Michigan and the United States.

Michigan State Univ., East Lansing. Career Development and Placement Services; Michigan State Univ., East Lansing. Collegiate Employment Research Inst.

Pub Date—93

Note—15p; For an earlier report, see ED 348 335.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Birth Rate, Elementary School Teachers, Elementary Secondary Education, *Employment Opportunities, Intellectual Disciplines, Public Schools, Secondary School Teachers, *Teacher Characteristics, Teacher Distribution, Teacher Persistence, Teacher Placement, Teacher Retirement, *Teacher Supply and Demand, Teaching (Occupation), Trend Analysis

Identifiers—Flexibility (Teacher), *Michigan, *United States

This study examines the tight job market for teachers and other education professionals in Michigan and the United States. Expanding employment possibilities can be achieved by an awareness of market trends and a willingness to be flexible. Flexibility includes broadening one's scope, developing expertise in high demand subject areas, expanding geographical considerations and being willing to relocate to regions undergoing teacher shortages, seeking employment in private or parochial schools, extending coaching options, and willingness to supervise extracurricular activities. A series of tables display U.S. and/or Michigan public school statistics including: the number of teachers prepared and employed in Michigan; enrollment figures; new births by year; new retirements; new hires; anticipated employment of classroom teachers; teacher and other professional staff changes by gender and racial/ethnic origin; average salary of classroom teachers 1990-91; high demand subject areas; qualities desired in recent graduates; and percentage changes in public school enrollment from fall 1985 to fall 1990. (LL)

ED 356 227 SP 034 475

Lazarus, David G.

Teaching for Multiple Intelligences. Fastback 342.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-342-5

Pub Date—92

Note—49p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$1.25; \$1 members).

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, Brain Hemisphere Functions, Creative Development, Curriculum Evaluation, Elementary Secondary Education, Higher Education, *Intellectual Development, Intellectual Disciplines, *Intelligence, Interpersonal Competence, Kinesthetic Perception, *Learning Modalities, Learning Processes, Lesson Plans, Metacognition, *Multisensory Learning, *Student Evaluation, *Teaching Methods

Identifiers—Brain Research, Modal Learning Concept, *Multiple Intelligences

Over the past 50 years, brain researchers have stated that human beings probably use less than 1 percent of the brain's potential, and research findings about human intelligence have transformed almost all previous definitions of intelligence. This booklet addresses the following key findings in intelligence research: intelligence is not fixed or static; intelligence can be learned and taught; and intelligence is a multidimensional phenomenon that occurs at multiple levels of the brain/mind/body system. After this discussion of the research, the publication is divided into five parts: (1) "Overview of the Seven Intelligences" (verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal intelligence, and intrapersonal intelligence); (2) "Teaching for Multiple Intelligences: A New Look at the Curriculum" (includes an exercise on how one can teach for multiple intelligences in one's curriculum); (3) "New Instructional Methods for Teaching with Multiple Intelligences"; (4) "Teaching about Multiple Intelligences: Re-inventing the Learning Process"; and (5) "A Multi-Modal Approach to Assessment" (includes techniques for student evaluation and teacher self-assessment). (Contains 27 references.) (LL)

ED 356 228 SP 034 477

Sander, Allan N. And Others

A Survey Assessment of Florida's Fit To Achieve Program.

Pub Date—Mar 93

Note—21p; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aerobics, *Attitude Change, Cardiovascular System, Elementary Education, Elementary School Students, Elementary School Teachers, Inservice Teacher Education, Instructional Materials, Knowledge Level, Physical Education Teachers, *Physical Fitness, Program Evaluation, *Program Implementation, State Programs, State Surveys, *Student Attitudes, Student Motivation, Student Participation

Identifiers—Florida State Department of Education, *Health Related Fitness

This study examined the impact of a Florida State Department of Education project entitled Fit to Achieve—a cardiovascular fitness education program for elementary school children. Of the teachers implementing the program, 24 elementary physical educators and 134 elementary classroom teachers responded to a survey that asked for information on changes noted in the following areas: children's motivation for, participation in, and knowledge of cardiovascular fitness. The survey was based on the reinforcement of the 3 areas through the use of classroom curriculum materials which included instructional aerobic routine videotapes and an audio tape for 15 minute fitness breaks, developmental written student assignments of an interdisciplinary classroom subject nature, a comprehensive teacher guide which included active learning experience ideas, and a parent guide. The uniqueness of the program centered on physical education teachers (N=60) presenting inservices which guided classroom teachers in grades K-5 who actually implemented the program with their students. The program was implemented for at least a 3 month period (from 1 to 5 days per week) in the participating elementary schools. The results of the study indicated a substantial increase in children's motivation for cardiovascular fitness activity, a moderate increase in children's cardiovascular fitness activity participation after or away from school, and a low to moderate increase in children's cardiovascular fitness knowledge. Eleven recommendations based on survey results are included.

Appendixes provide copies of the two survey instruments. (Author/LL)

ED 356 229 SP 034 492

Barba, Roberta H.
Multicultural Infusion: A Strategy for Science Teacher Preparation.

Pub Date—Apr 93

Note—14p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Awareness, Cultural Pluralism, Educational Needs, Education Courses, Elementary Secondary Education, *Ethnic Studies, Futures (of Society), Higher Education, Literature Reviews, Mathematics Education, Minority Groups, *Multicultural Education, *Preservice Teacher Education, *Science Education, *Teacher Education Curriculum, Teacher Educators, Teacher Qualifications

Identifiers—*Preservice Teachers

Underrepresentation of minority students in science, mathematics, and related scholarly pursuits results in a significant portion of minority students unprepared to participate in science-related careers in adult life. Multicultural infusion offers an opportunity for science teacher educators to prepare a new generation of science teachers capable of meeting the needs of culturally diverse learners. Five components of programs that prepare teachers for multicultural classrooms are: (1) broad general education; (2) subject matter competency; (3) awareness of the needs of culturally diverse children; (4) content area pedagogical knowledge; and (5) field experiences working with culturally diverse learners. This approach produces culturally and ethnically literate teachers, incorporates the needs of culturally diverse learners into all aspects of science teacher preparation, and offers an opportunity for science teacher educators to prepare a new generation of science teachers. Existing education courses need to be restructured to address the needs of future teachers in multicultural classrooms by the use of a constructivist approach to teaching and learning, the incorporation of appropriate instructional strategies for culturally diverse learners, inclusion of relevant course content, introducing language acquisition skills, and a focus on social and cultural characteristics of diverse learners. (Contains 85 references.) (LL)

ED 356 230 SP 034 493

Flynn, Richard B. Ed.
Facility Planning for Physical Education, Recreation, and Athletics.

Association for Research, Administration, Professional Councils & Societies, Reston, Va.

Report No.—ISBN-0-88314-541-3

Pub Date—93

Note—279p.

Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.

Pub Type—Collected Works - General (020) — Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Architectural Character, *Architectural Programming, *Building Design, Building Plans, *Court Litigation, Elementary Secondary Education, *Facility Guidelines, Higher Education, Park Design, *Physical Education Facilities, *Recreational Facilities, Resource Materials, Swimming Pools

Identifiers—*Risk Management

This publication reflects the composite knowledge of many professionals on the topic of the planning and construction of facilities for athletics, physical education, and recreation. The text is organized into nine chapters: (1) "Facility Planning Process: Factors To Consider" (H. R. White and J. D. Karabetso); (2) "Indoor Facilities" (E. Turner); (3) "Outdoor Facilities" (B. A. Macomber); (4) "Swimming Pools and Natatoriums" (D. J. Hunsaker); (5) "Large Indoor Sports and Recreation Facilities" (T. Seidler); (6) "Ancillary Areas" (H. LaVoie); (7) "Recreation Parks and Camping" (E. Buchanan); (8) "Risk Management: Purpose and Value of Risk Management" (M. Rabinoff); and (9) "Trends in Facility Design" (D. Miller). Eleven appendices provide information on the following topics: general resources for planning facilities; associations perti-

nent to planning recreation, athletic, and physical education facilities; associations pertinent to planning for accessibility; Athletic Business Magazine's top athletic and recreational facilities; health, fitness, sports and recreation site inspection facility safety checklist and risk analysis; selected sample litigations in athletics, physical education, recreation, and fitness between 1977-1991; complaint filing-Jacobson v. Holiday Health Club; acknowledgement, assumption, consent, waiver, release form; safety certification for gymnastics; supplemental architectural materials (photos and floor plans of athletic and recreational facilities); and metric conversion formulas. (LL)

TM

ED 356 231

Harris, Richard J.

Structure Coefficients versus Scoring Coefficients as Bases for Interpreting Emergent Variables in Multiple Regression and Related Techniques.

Pub Date—Apr 92

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation, *Discriminant Analysis, *Mathematical Models, *Multiple Regression Analysis, *Predictive Measurement, *Scoring, *Test Interpretation

Identifiers—*Structure Coefficients, Variables (Mathematics)

Interpretation of emergent variables on the basis of structure coefficients (zero order correlations between original and emergent variables) is potentially very misleading and should be avoided in favor of interpretation on the basis of scoring coefficients. This is most apparent in multiple regression analysis and its special case, two-group discriminant analysis. Six examples of real and hypothetical data illustrate the pitfalls in interpretation based on structure coefficients. Much of the current commitment to structure-coefficient based interpretations of regression variables and discriminant functions would disappear if researchers would take the additional step of computing a score for each subject on the linear combination of predictors or dependent variables implied by each of the verbal interpretations, and then computing the correlation between each simplified regression variate and "Y" or the "I" for the difference between the two groups with respect to each simplified discriminant function. Four tables are included, and four figures illustrate sample analyses. (SLD)

ED 356 232

Geisinger, Kurt F. Carlson, Janet F.

Assessing Language-Minority Students. ERIC Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-92-4

Pub Date—Jul 92

Contract—R188062003

Note—4p.

Available from—American Institutes for Research, 3333 K Street, N.W., Suite 300, Washington, DC 20007 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Cultural Awareness, *Cultural Differences, *Educational Assessment, Elementary Secondary Education, *English (Second Language), Ethnic Groups, *Language Tests, *Limited English Speaking, Minority Groups, Non English Speaking, Special Needs Students, *Student Evaluation, Test Construction, Test Reliability, Test Validity

Identifiers—Diversity (Student), ERIC Digests, *Language Minorities

Some 15 to 20 percent of U.S. school children speak a foreign language at home, and the number is increasing rapidly. However, all limited-English proficient (LEP) students are not alike, and their differences must be understood in assessing their performance. It is vital to understand the role of culture and how the cultural background influences

the student's approach to test taking. In evaluating tests for LEP students, the same criteria of reliability, validity, test development, and norming can be applied, but these criteria must be considered for adequate numbers of LEP students. Only limited evidence presently addresses the validity of tests with LEP students. When students struggle with tests in English, it is necessary to administer and interpret language proficiency tests, perhaps along with achievement tests in the students' native languages. Testing procedures must be sensitive to the needs of LEP students and those from cultural minorities. Practical needs are beginning to point the way toward sound testing practices for LEP students. In 1985, new standards for testing were published by three professional associations, which for the first time addressed the testing of language minorities. By adhering to sound and professionally accepted practices, progress in testing LEP students will continue. (SLD)

ED 356 233

Seaton, Thomas

The Effectiveness of Test Preparation Seminars on Performance on Standardized Achievement Tests.

Pub Date—[92]

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, *Achievement Tests, Aptitude Tests, *College Entrance Examinations, Comparative Testing, Females, High Schools, *High School Students, Pretests Posttests, Scores, *Seminars, *Standardized Tests, *Test Coaching, Test Wiseness, Tutoring, White Students

Identifiers—*American College Testing Program

Opinions about the purpose and effectiveness of test preparation seminars vary, but it is clear that preparation for standardized tests is here to stay. The literature suggests that students do benefit from preparation for standardized tests. The effect of test preparation seminars on standardized achievement tests was studied for 30 of 100 high school juniors from Queen of Peace High School (Burbank, Illinois), who participated in a 10-hour preparation program for the American College Test (ACT). All subjects were female and most were white. The pretest consisted of retired copies of the ACT, and the posttest was the current ACT. As hypothesized, there was a gain in posttest scores. These gains were consistent with others found in the literature. Findings suggest that students may be wise to take some form of test preparation seminar before taking standardized achievement tests like college entrance examinations. The literature further suggests that preparation for aptitude tests should differ from that for achievement tests. (SLD)

ED 356 234

Campbell, Kathleen T. Taylor, Dianne L.

An Explanation of Canonical Correlation Analysis as the Most General Linear Model with Heuristic Examples.

Pub Date—Jan 93

Note—28p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Analysis of Variance, *Correlation, *Discriminant Analysis, *Heuristics, *Multivariate Analysis, *Regression (Statistics)

Identifiers—*Linear Models, Parametric Analysis, Pearson Product Moment Correlation, T Test

Using a hypothetical data set of 24 cases concerning opinions on contemporary issues on which Democrats and Republicans might disagree, concrete examples are provided to illustrate that canonical correlation analysis is the most general linear model, subsuming other parametric procedures as special cases. Specific statistical techniques included in the analysis are "t"-tests, Pearson correlation, multiple regression, analysis of variance, multiple analysis of variance, and discriminant analysis. The discussion is aided by an initial explanation of the logic of canonical analysis. The equivalence of results, common features of the statistical methods, and the superiority of canonical methods are highlighted. Similarities between the canonical technique and other univariate and multivariate procedures are emphasized. Twelve tables present analysis results. An appendix lists the Statistical Analysis System commands for all parametric

tests. (Contains 22 references.) (Author/SLD)

ED 356 235 TM 019 644

Campbell, Kathleen T.
Establishing Internal Consistency Reliability of
Measurement Data of a New Instrument, the
Information Preference Questionnaire.

Pub Date—Jan 93

Note—19p. Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assistant Principals, *Cognitive Style, Comparative Testing, Decision Making, Elementary Secondary Education, Estimation (Mathematics), Information Needs, Measurement Techniques, *Principals, Public Schools, *Questionnaires, Test Construction, *Test Reliability

Identifiers—Alpha Coefficient, *Information Preference Questionnaire, *Internal Consistency, Myers Briggs Type Indicator, Self Report Measures

The estimation of the internal consistency of a newly constructed instrument using Cronbach's coefficient alpha is demonstrated. This study sought to determine the relationship, if any, between an individual's cognitive style and the preference for certain kinds of information used in making decisions. Cognitive style was determined with the Myers Briggs Type Indicator (MBTI) and a self-report questionnaire, the Information Preference Questionnaire (IPQ) designed to measure information preference. The IPQ contains 12 scenarios of school-related decisions. The prototype IPQ was field tested with four educators in a study that provided evidence of construct validity. The MBTI and the IPQ were administered to 53 principals and 11 assistant principals from a large metropolitan public school system in the South. The internal consistency reliability of the IPQ's four scales and the test as a whole was determined through the application of coefficient alpha. The IPQ measure was internally consistent, with a reliability estimate of 0.91 and measurement of all 4 scales was reasonable. Six tables present study data, and an appendix lists the Statistical Package for the Social Sciences commands for the reliability estimates. (Contains 21 references.) (SLD)

ED 356 236 TM 019 645

Information for National Performance Goals for
Education: A Workbook.

Educational Testing Service, Princeton, NJ. Policy
Information Center.

Pub Date—30 Nov 89

Note—64p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Academic Standards, *Achievement Tests, Educational Assessment, *Educational Objectives, Elementary Secondary Education, High School Graduates, Literacy, *National Programs, Performance, Student Evaluation, Testing Programs, Workbooks, Young Adults

Identifiers—Educational Information, *Goal Setting, National Assessment of Educational Progress, *Performance Based Evaluation

Key pieces of information that are currently available and relevant to setting targets for achievement are organized to help inform goal setting. These include levels of academic proficiency during elementary school, middle school, and high school; rates of high school completion; and levels of literacy of young adults. Much of the information is drawn from data produced by the National Assessment of Educational Progress (NAEP), which is the only existing national measure of what students know and can do. This document is not designed to advise how the education goals can be achieved, but is a basis for goal setting by those who are expected to develop national goals in 1990. Twenty-two worksheets contain material about education in the United States in tables and graphs in the areas of mathematics; reading; science; writing; U.S. history; proficiency scores for Black, Hispanic, and White students; gender gaps; prose literacy; document literacy; quantitative literacy; literacy attainments in occupations; and high school completion. An appendix describes the NAEP scale levels. (SLD)

ED 356 237 TM 019 646

Barton, Paul E.

Skills Employers Need: Time To Measure Them?

A Policy Information Proposal.

Educational Testing Service, Princeton, NJ. Policy
Information Center.

Pub Date—Jun 90

Note—22p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dropouts, *Educational Assessment, Employers, Employment Potential, Employment Qualifications, *Evaluation Needs, *Job Skills, *Measurement Techniques, *National Programs, Occupational Tests, Position Papers, Profiles, Sampling, School Responsibility, *Test Construction, Testing Programs

Identifiers—*Employment Readiness Profile, Subject Content Knowledge

A series of studies of the experience of employers with schools and their graduates in the 1980s has established that employers want employees with cognitive and subject matter skills, but with other skills as well. These skills are summarized, and the development of an Employment Readiness Profile is proposed, which would be an assessment administered to a national sample of students and to dropouts if feasible. Development and design would be guided by a committee of employer representatives, supplemented with educators and labor market experts. Periodic surveys of employers' needs would update the information on needed skills. Results of such an assessment would describe proficiencies at the subgroup level and not at the individual level. Its purpose is to measure progress toward objectives set by a consensus process. It does not presuppose that all attributes desired by employers are the responsibilities of schools. Development of the profile will require being more precise about employer needs and then sorting out the responsibilities of schools to teach and those of employers to provide orientation, training, and experience. Eight important reports that express the new consensus are listed. Appendix A provides notes on the validity of the proposed profile, and Appendix B is a list of 20 publications cited. (SLD)

ED 356 238 TM 019 647

Boston, Albert E.

Considerations for National Examinations. A Policy
Issue Perspective.

Educational Testing Service, Princeton, NJ. Policy
Information Center.

Pub Date—92

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Accountability, Educational Assessment, *Educational Objectives, Elementary Secondary Education, Evaluation Methods, National Competency Tests, *National Programs, Position Papers, Student Evaluation, *Systems Development, Test Construction, *Testing Programs, Test Use

Identifiers—Scholastic Aptitude Test, *Standard Setting

Neither teacher-made tests nor the Scholastic Aptitude Test are appropriate for measuring the attainment of national education goals. Most practitioners involved in discussions of national high-stakes examinations argue that new tests are needed. A new system that preserves state and local autonomy in education as it measures the attainment of national and world-class standards has been proposed. Several issues in developing a national testing system are discussed. The first question is what the test would cover. It makes sense to develop alternative cluster tests for different curricula and to set appropriate standards for each cluster. Deciding who will take the test and how to compare results is a second set of issues to be resolved. Setting performance standards is another question with important consequences. A different set of problems is posed in using a test for accountability. Many specific questions must be addressed in the implementation of a national testing system. A test intended for many purposes will be unlikely to serve any purpose very well. (SLD)

ED 356 239 TM 019 648

Barton, Paul E.

What Americans Should Know: Information Needs
for Setting Education Goals. A Policy Information
Proposal.

Educational Testing Service, Princeton, NJ. Policy
Information Center.

Pub Date—Jun 91

Note—22p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Achievement Tests, Curriculum Development, Cutting Scores, *Educational Objectives, Educational Policy, Elementary Secondary Education, *Evaluators, *Information Needs, Literacy, National Programs, Policy Formation, Position Papers, *Program Implementation, Scoring

Identifiers—America 2000, Educational Information, *Goal Setting, *National Education Goals 1990

This proposal suggests the kinds of information that could be developed to inform choices and answer questions related to the national education goals and their specific targets. An important approach to providing this kind of information is being undertaken by the National Assessment Governing Board, which has used panels of judges to set achievement levels for grades 4, 8, and 12 using a methodology often used to set passing scores on tests. In tandem with this effort, the following proposals are offered, not for accountability to the national goals, but to help reach them: (1) using panels of judges to set achievement levels; (2) defining goals as proportions of student reaching National Assessment of Educational Progress "anchor points"; (3) identifying schools that exceed expectations; (4) learning what teachers expect; (5) choosing levels necessary for a high achievement curriculum; and (6) setting goals for literacy. Progress toward the goals for the year 2000 will require this kind of information to establish believable targets to which people can commit. Three tables provide information about national achievement, and one figure illustrates levels of mathematics proficiency. (SLD)

ED 356 240 TM 019 649

Information for National Standards for Education:

What They Might Look Like. A Workbook.

Educational Testing Service, Princeton, NJ. Policy
Information Center.

Pub Date—Mar 92

Note—133p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Standards, Advanced Placement Programs, *Curriculum Evaluation, *Educational Policy, Elementary Secondary Education, Engineering, *Evaluation Methods, Foreign Countries, Mathematics, *National Programs, *Policy Formation, Sciences, United States History, Workbooks

Identifiers—British National Curriculum, Canada, England, National Assessment of Educational Progress, Standard Setting, Wales

To facilitate the discussion of national education standards, this workbook extracts examples of education standards from eight documents that describe what students should be taught, or what they should know or be able to do in various subjects. These examples illustrate and document some existing standards, and should help policy makers sharpen their thinking about standards as they help people develop common concepts of standards. The examples are: (1) curriculum and evaluation standards for school mathematics, issued by the National Council of Teachers of Mathematics in 1989; (2) standards in physical and information sciences and engineering defined by a project of the American Association for the Advancement of Science in 1989; (3) a science framework for California public elementary schools and secondary schools issued by the state in 1990; (4) the Advanced Placement Examination in United States History of the College Board; (5) objectives for the 1972-73 Science Assessment of the National Assessment of Educational Progress (NAEP); (6) Toronto Benchmarks, a standards communicating system issued by the Toronto (Canada) Board of Education in 1991; (7) objectives for the 1988 NAEP Geography Assessment; and (8) the national mathematics curriculum of England and Wales established in 1989. Test materials for each example are included. An appendix contains some comments about educational standards by T. H. Fisher of the Florida Department of Education. (SLD)

ED 356 241 TM 019 650

A Survey of Registered Nurses in New York State.
New York State Education Dept., Albany. Bureau
of Postsecondary Research and Information Systems.

Pub Date—Jun 92

Note—78p.

Pub Type—Numerical/Quantitative Data (110)—
Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Attitudes, Certification, Degrees (Academic), Educational Attainment, *Individual Characteristics, Minority Groups, *Nurses, Nursing Education, Professional Education, *Questionnaires, Responsibility, *State Surveys, Supply and Demand, Work Environment
Identifiers—*New York, Patient Care

As part of the 1989 triennial registration of registered nurses (RNs) in New York State, a survey of professional, personal, and practice characteristics of nurses was conducted. Basic information from this survey is enhanced by information from earlier surveys to illustrate significant trends. Usable survey questionnaires were received from 176,746 RNs, 89 percent of the number who renewed their registration in 1989. The sample included about 34,000 RNs who were not employed in nursing at the time of the study. Results suggest that nursing shortages are not due to a decline in the number of practicing RNs. Most of the New York RNs are white, but minority representation has been increasing slowly to the present level of almost 23 percent. Hospitals and nursing homes remain the primary places of employment, and patient care the primary responsibility. In 1973, nearly 80 percent of the RNs had received their basic training in a diploma program, but by 1989 only 41 percent reported a diploma program as their basic nursing preparation. Currently, 31 percent have completed an associate program and 27 percent have completed a bachelor's or master's degree program. For 75 to 82 percent, the nursing degree is the highest degree they hold. Twenty-five figures and 64 tables present characteristics of New York's RNs. An appendix adds demographic information in six tables. (SLD)

ED 356 242 TM 019 654

Segall, Ricki Goldman

Videodisc Technology as a Conceptual Research
Tool for the Study of Human Theory Making.

Pub Date—Dec 88

Note—10p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Computers, Concept Formation, Data Analysis, *Educational Research, Elementary School Students, *Qualitative Research, Research Design, Research Methodology, Social Science Research, Technological Advancement, *Technology, *Videodisks

Identifiers—Content Granularity, *Theory Development, *Videodisk Industry

Videodisc technology could have a dramatic effect on the future of educational research by allowing users to access and manipulate the actual raw data in multiple ways. The supposed threat to traditional research methodologies is that there is apparently no systematic way for different viewers to reach the same conclusions about the same content. A possible solution is suggested by the research project, "Learning Constellations," in which "content granularity" is being built into the design of the videodisc and the user interface. Three case studies with elementary school children illustrate the use of content granularity, a way of defining the smallest meaningful unit of content for any section of material on the disc. It is a measure for setting a minimum grain size to ensure that the unit cannot be subdivided. Building a system where each unit is a thick enough description could enable the user to come closer to understanding the underlying intention of the action, event, or process. Thick description is using images, gestures, or sequences that convey meaning. In this way, conclusions, although not the same, will tend to fall into the same range, allowing traditionalists to acknowledge that videodisc technology deepens scientific inquiry about human theory making. (Author/SLD)

ED 356 243 TM 019 659

Boling, Rex W.

The Effect of Socioeconomic Levels and Similar Instruction on Scholastic Aptitude Test Scores of Asian, Black, Hispanic, and White Students.

Pub Date—Oct 92

Note—19p. Paper presented at the Annual Meeting of the Midwestern Educational Research Association (14th, Chicago, IL, October 1992).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, *Asian Ameri-

cans, *Black Students, College Entrance Examinations, Comparative Testing, Educational Background, Educational Opportunities, High Schools, High School Students, *Hispanic Americans, Low Income Groups, Multivariate Analysis, *Racial Differences, Scores, *Socioeconomic Status, *White Students

Identifiers—Asian American Students, Hispanic American Students, *Scholastic Aptitude Test
Scholastic Aptitude Test (SAT) scores of Asian, Hispanic, Black, and White students with similar socioeconomic backgrounds and access to similar instruction in the same large midwestern school district were compared. Income levels were determined by using federal guidelines for free and reduced school lunches. The population of the study consisted of 3,734 White students, 361 Black students, 58 Hispanic students, and 59 Asian students in the average-to-high income groups. Average-to-low income groups contained 80 White students and 139 Black students. A two-way multivariate analysis of variance (MANOVA) and a one-way MANOVA examined four null hypotheses in the 0.05 level of significance. The Scheffe' post hoc multiple comparison method was used along with eta-squared tests for complete data analysis. Mean SAT-verbal and mathematics scores for high- and low-income Blacks were lower than mean scores for Whites in either category. High-income White, Asian, and Hispanic students showed no significant difference in SAT-verbal and mathematics scores, except SAT-mathematics scores for Hispanics were significantly lower than those for Asians. High-income Black students had significantly lower SAT-verbal and mathematics scores than other groups. Five tables present study findings. (Author/SLD)

ED 356 244 TM 019 663

Handler, Marianne G. Turner, Sandra V.

HyperCard as a Text Analysis Tool for the Qualitative Researcher.

Pub Date—Apr 92

Note—14p. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Figures 1 through 3 contain small filled-in print.

Pub Type—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, Citations (References), Classification, *Computer Software, *Data Analysis, Information Utilization, Literature Reviews, *Notetaking, *Qualitative Research, *Research Methodology

Identifiers—Data Collector (Hypercard Computer Program), *HyperCard, *Textual Analysis

HyperCard is a general-purpose program for the Macintosh computer that allows multiple ways of viewing and accessing a large body of information. Two ways in which HyperCard can be used as a research tool are illustrated. One way is to organize and analyze qualitative data from observations, interviews, surveys, and other documents. The other way is to facilitate note-taking for a literature review. A program, "The Data Collector," was developed for research use. It consists of two HyperCard stacks. The first, the Data Collector, organizes and analyzes textual data. The second, BiblioStack, is used for developing bibliographic citations and accompanying notes. A taxonomy of qualitative analysis needs is given. Features of both programs are described, and some ideas are given for further enhancing the program. Three figures illustrate data cards and bibliographic notes. (SLD)

ED 356 245 TM 019 664

Thompson, Bruce And Others

Measurement Integrity of Scores from the Fennema-Sherman Mathematics Attitudes Scales: The Attitudes of Public School Teachers.

Pub Date—Jan 93

Note—19p. Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, Elementary Education, Elementary Schools, *Elementary School Teachers, Factor Structure, Goodness of Fit, *Likert Scales, *Mathematics, Mathematics Teachers, Models, Public Schools, Public School Teachers, *Scores, Social Desirability, *Teacher Attitudes, *Test Validity, Urban Schools

Identifiers—*Fennema Sherman Mathematics Atti-

tudes Scales, Measurement Integrity

The Fennema-Sherman Mathematics Attitudes Scales (E. Fennema and J. A. Sherman, 1976) are among the most popular measures used in studies of attitudes toward mathematics. However, the measurement integrity of the scales has not yet been established conclusively. Measurement integrity was explored by using data from 174 elementary school teachers of mathematics in an urban public school system. Both the factor structure and sensitivity to social desirability response set were investigated. Results of factor structure analysis were generally favorable with regard to the validity of scores. Although there was not a perfect fit with the model posited by the measure's authors, reasonable general correspondence was attained. Divergent construct validity coefficients were also favorable. Two tables and one figure present study findings. Appendix A presents item stems and scale classifications, and Appendix B contains the varimax rotated structure/pattern coefficients from the principal components analysis. (Author/SLD)

ED 356 246 TM 019 665

Melancon, Janet G. And Others

How Elementary School Children Think about Mathematics.

Pub Date—Jan 93

Note—18p. Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Elementary School Students, Elementary Secondary Education, Intermediate Grades, Likert Scales, *Mathematics, Mathematics Anxiety, Parent Influence, Public Schools, Secondary School Students, *Sex Differences, *Student Attitudes

Identifiers—Fennema Sherman Mathematics Attitudes Scales

The attitudes toward mathematics of a large cross-sectional sample of students in grades 6 through 12 were explored. Most previous studies have not used samples as large as the 623 urban public school students in the southern United States, included in this study. The sample included 55.1 percent females, 58.3 percent Whites, 27.6 percent African Americans, and 7.4 percent Hispanics. Grades 7 and 8 were oversampled because they are important transition years in the educational process. Students' attitudes were assessed with 75 items from the Fennema-Sherman Mathematics Attitudes Scales. Surprisingly, females generally had more positive attitudes toward mathematics, but were also more anxious about mathematics than were males. The effects associated with grade level were less noteworthy, but there was some tendency over increases in grade levels for subjects to perceive fathers to be somewhat less supportive of mathematics as an important area and for subjects to become somewhat more anxious about mathematics. Five tables present study findings. An appendix lists item stems and scale classifications. (Author/SLD)

ED 356 247 TM 019 666

O'Neil, Harold F. Jr. Baker, Eva L.

Simulation as a Performance Assessment Technique for the Interpersonal Skill of Negotiation. Report of Task Forces on Technology and Workforce Issues. Project 2.3: Enhancing the Utility of Performance Assessments: Domain-Independent RAD-Workforce.

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 92

Contract—R117G10027

Note—32p.

Pub Type—Reports - Evaluative (142)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Arbitration, Decision Making, Employer Employee Relationship, *Graduate Students, Higher Education, High Schools, *High School Students, *Interpersonal Competence, Job Applicants, *Job Skills, *Simulation, Test Construction, Test Validity, Work Sample Tests
Identifiers—Compromise, Expert Novice Paradigm, *Negotiation Processes, Negotiators, *Performance Based Evaluation

A prototype simulation measure of the negotiating skill of interpersonal competence is described, and results of an initial validation study are re-

ported. Of eight negotiating skills identified by the Secretary's Commission on Achieving Necessary Skills of the U.S. Department of Labor, two were the focus of the measure: proposing and examining possible options and making reasonable compromises. The simulation was developed focusing on these skills in a job contract negotiation between a potential employee and an employer. The validity study of this measure was based on an expert/novice criterion group approach, assuming that expert negotiators would receive better counter-offers than would novices. Ten experts were chosen from graduate students who had completed a course in negotiation in a Masters in Business Administration program and 21 novices were chosen from a high school business class. Results, generally supportive of the hypothesis, provide evidence of the validity of the simulation as a measure of negotiation skills. Both the assessment of options and the consideration of compromises are important components of negotiating skill. Eight tables of study results are included. (Contains 37 references.) (SLD)

ED 356 248 TM 019 667
Snow, Richard E. Jackson, Douglas N.

Assessment of Cognitive Educational Processes and Outcomes: Status Report of Empirical Studies. Project 2.3: Enhancing the Utility of Performance Assessments: Domain-Independent R&D. National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 92
Contract—R117G10027
Note—13p.
Pub Type— Reports - Evaluative (142)

Descriptors—Academic Persistence, Cognitive Tests, *Educational Assessment, High Schools, *High School Students, Interviews, *Learning Processes, Literature Reviews, *Outcomes of Education, Research Projects, *Student Attitudes, Student Evaluation, Student Motivation, Time on Task

Identifiers—Conation, Mastery Orientation, "Performance-Based Evaluation, Student Engagement"

Research planned to improve understanding of conative educational processes and outcomes is described. Over the past year, literature reviews have been conducted aimed at defining categories of assessment of student persistence, freedom from distraction, engagement, and other school-and-work-related attitudes and motivations, both as learning processes and instructional outcomes. These conative processes and outcomes are considered distinct from cognitive measures and characteristics. Study 1 will examine the attitudes of about 200 high school students using a conative questionnaire. In Study 2, about 30 students will be selected from the first study to complete additional tasks (a simulated video game and computerized problem-solving interview). Assessment will consider action versus state orientation, mastery versus performance orientation, and mindfulness. A table lists estimated time requirements for the studies. (SLD)

ED 356 249
D'Costa, Ayres
Extending the Sato Caution Index To Define the
Within and Beyond Ability Caution Indexes.
Pub Date—Apr 93

Note—15p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education (Atlanta, GA, April 13-15, 1993).
Pub Type— Reports - Evaluative (142) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability, *College Students, *Error
 Patterns, Factor Analysis, Higher Education, Perfor-
 mance, *Scores, Test Interpretation, *Test
 Items
Identifiers—*Caution Index (Sato), Caution Indi-
 ces, Testlets

The Sato Caution Index takes into account the number and difficulty of items gotten wrong by a student within his or her ability, as well as the number and difficulty of items gotten right beyond his or her ability. Sato subtracts the two components to define a single Caution Index. In this study, the components are kept separate, defining a Within Ability Concern Index (W) and a Beyond Ability Surprise Index (B). Using data from 10-item testlets taken by 121 college students, the critical information made available by using the B and W Indexes

in addition to the Sato Index is identified. The relationships of the three indexes to total score and the number of errors committed by the students within ability-level are examined. Factor analysis reveals that the new indexes can add a new dimension to test performance information provided by the Sato Index. Five tables provide analysis data. (Author/SLD)

ED 356 250 **TM 019 674**
Schiel, Jeff Noble, Julie
**The Effects of Data Truncation on Estimated
 Validity Indices for Course Placement. ACT
 Research Report Series 92-3.**
 American Coll. Testing Program, Iowa City, Iowa.
 Pub Date—Oct 92
 Note—55p

Available from—ACT Research Report Series, P.O.
Box 168, Iowa City, IA 52243.
Pub Type—Reports - Evaluative (142) — Reports
— Research (142)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Basic Skills. *College Freshmen. Correlation. Decision Making. *Estimation (Mathematics). Grades (Scholastic). Higher Education. High Schools. Outcomes of Education. Predictor Variables. Regression (Statistics). Scores. Statistical Distributions. *Student Placement. *Validity
Identifiers—Accuracy. *Assessment of Student Skills for Entry Transfer. *Data Truncation

Traditionally, correlation coefficients have been used to validate course placement decisions based on test scores and high school grades. Because placement systems restrict the range of both the predictor and outcome variables, correlation coefficients based on data from students enrolled in particular courses are understated relative to what they would be if placement had not occurred. Alternative methods therefore have been examined for validating placement systems. One such approach uses validity indices estimated from logistic regression analyses and distributions of predictor variables to determine placement effectiveness. The Assessment of Student Skills for Entry Transfer (ASSET) Basic Skills test scores and course grades of entering freshmen from 4 postsecondary institutions (49 students in accounting, 166 students in history at 2 schools, and 83 students in psychology) were analyzed to determine the impact of prior selection on the accuracy of estimated validity indices. Estimated validity indices based on truncated distributions of test scores and course grades were compared to the same indices based on full distributions. It was found that greater degrees of truncation are associated with a loss of accuracy in estimated validity indices. However, the loss of accuracy in the estimates was small when less than 15 percent of the data for the full distributions were truncated. Eight tables and 10 graphs illustrate the analysis. (Author/SLD)

ED 356 251 **TM 019 675**
SenGupta, Saumitra
Detecting Point Diffusion Patterns in Two-Dimensional Maps: A Simulation Study.
 Spons Agency—National Inst. of Mental Health (DHHS). Bethesda, Md.

Pub Date—Nov 92
Contract—RO1MH46712-01A1
Note—12p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992).

Pub Type— Reports - Evaluative (142) —
Speeches/Meeting Papers (150)

EDRS Price MF01/PC01 Plus Postage.
Descriptors—*Computer Simulation, *Maps, Matrices, *Multidimensional Scaling, *Profiles, Qualitative Research, *Scores
Identifiers—*Graphic Representation, Pattern Matching, *Point Diffusion Patterns, Similarity (Concept)

A way of identifying non-random patterns of effects on a group of individuals as a result of some intervention when a sample of participants is arrayed according to some indices of similarity is presented. The principle of proximal similarity and the concept of pattern matching provide the background for this effort. Major advantages are the treatment of an individual as a unit of analysis, visual representation of the outcome across individuals, and the ability to use the representation in pattern matching. A non-metric multidimensional scaling method is used to generate a person map in which each individual is represented by an individual point (profile analysis). From the developed rectangular profile matrix a square matrix can be

constructed to be used as the input for multidimensional scaling. Once the person map is generated with the surveying of gain scores, the next step is to determine the presence of prototypical individuals on the map. A simulated data set representing the ideal pattern is compared to the map to determine point diffusion patterns. Although more work is needed to establish this method as an alternative to conventional statistical methods, it appears to provide a practical blend of qualitative thinking and quantitative methods. Eight figures illustrate the process. (SI D.)

ED 356 252 TM 019 677
Moffatt, Gregory K.
The Validity of the SAT as a Predictor of Grade

Pub Date—Feb 93
Note—24p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-22, 1993).

Pub Type— Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Adult Students, Age Differences, Black Students, *College Entrance Examinations, Comparative Testing, *Grade Point Average, Higher Education, *Non-traditional Students, *Predictive Validity, Racial Differences, Scores, Sex Differences, *Test Validity, Undergraduate Students, White Students

Identifiers = Scholastic Aptitude Test
This study of 570 (309 men and 261 women aged 16 to 60 years) undergraduate students in a small, regionally accredited, Southern church-related college was conducted to determine whether or not the Scholastic Aptitude Test (SAT) is a valid predictor of academic success for students who entered college late in life (after age 30 years). Data collected on this sample included semester-to-semester grade point average (GPA), cumulative GPA, gender, race, number of semesters enrolled, full-time student or part-time student status, cumulative SAT scores, and mathematics and verbal SAT scores. Of the sample, 501 were Caucasian and 45 were African American. It is concluded that the SAT is a valid predictor of academic success for Caucasian students under age 30 years, and that it is not a valid predictor of academic success for students who took the SAT after age 30 years. The SAT was not found to be a valid predictor of GPA for Black students regardless of age. Six tables present study data. (Contains 41 references.) (Author/SLD)

ED 356 253 **TM 019 678**
Shou, Priscilla
**The Singer-Loomis Inventory of Personality: A
 Review and Critique.**

Note—10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type— Book/Product Reviews (072) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Classification, *Cognitive Style, Extraversion Introversion, High Schools, High School Students, *Likert Scales, *Personality Measures, Personality Traits, Profiles, Scoring, Test Construction, Test Content, Test Reliability, Test Reviews, *Test Use, Test Validity
Identifiers—*Singer Loomis Inventory of Personal-

The Singer-Loomis Inventory of Personality (SLIP) was developed by two Jungian analysts to allow examination of personality from the perspective of Jung's typology and to solve problems perceived with the Myers-Briggs Type Indicator, based on Jungian dichotomies. The SLIP is designed to clarify and describe the user's personality based on the patterning of eight cognitive modes of psychological types. It uses a five-point Likert-type scale to determine the precise order for eight personality functions for each individual. The personality profile consists of a combination of the eight modes that make up the cognitive style. The individual also has a predominant orientation (introversion or extroversion) and four functions (thinking, feeling, sensation, and intuition). The SLIP is available for individuals of high school age and older. Fifteen situations are presented, each followed by eight items to which the user must respond. From a practical point of view, the instrument is easy to administer.

ister, to take, and to score. Evidence for reliability, content validity, construct validity, and criterion validity is reviewed. A summary evaluation suggests that the SLIP appears to be a useful tool for educators, counselors, and clinicians, and is likely to be informative to those exploring Jungian personality types. (SLD)

ED 356 254 TM 019 679

Tiner, Jennifer Frey

The Values Scale: A Review and Critique.

Pub Date—Jan 93

Note—10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type—Book/Product Reviews (072) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, *Attitude Measures, Children, Elementary Secondary Education, Higher Education, *Rating Scales, Role Perception, Scoring, Test Construction, Test Content, Test Norms, Test Reliability, Test Reviews, *Test Use, Test Validity, *Values, *Work Attitudes

Identifiers—Self Report Measures, *Values Scale

The Values Scale (VS) is a self-report inventory of 106 scored items yielding 21 separate scales for the individual assessment of upper elementary school and middle school students as well as adult members of semi-skilled, skilled, clerical, managerial, and professional occupations. The VS, available in seven languages, measures several intrinsic and extrinsic values not assessed by existing measures. The scale attempts to permit understanding of work and general values that an individual upholds in various life roles and to assess the importance of the work role as a means of realizing values in the presence of other life roles. From a practical point of view, the instrument is seen as attractive, but with some ambiguity in the questions. The inventory is simple to administer and not difficult to score. The norming process included 6,792 individuals. Evidence for the validity and reliability of the VS is reviewed, although the reviewer finds the assumption of validity not entirely supported. In summary, a major strength of the instrument is its recent norming on a representative sample. The lack of evidence of validity is the most noticeable weakness. The VS has the potential to become a strong measure of values once stronger evidence of reliability and validity is amassed. (SLD)

ED 356 255 TM 019 680

Stone, Elizabeth

The Career Interest Inventory: A Review and Critique.

Pub Date—Jan 93

Note—8p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type—Book/Product Reviews (072) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, *Career Choice, Career Counseling, Children, Decision Making, *Interest Inventories, *Likert Scales, Profiles, Scoring, Secondary Education, Secondary School Students, *Student Interests, Test Construction, Test Content, Test Norms, Test Reliability, Test Reviews, *Test Use, Test Validity

Identifiers—*Career Interest Inventory (Thomas), Paper and Pencil Tests, Self Report Measures

The Career Interest Inventory is a paper-and-pencil, self-report career guidance instrument that is designed to assist students in grades 7 through 12 and adults with career decisions. It can be administered to individuals or groups and alone or in combination with the Differential Aptitude Test. It is available in machine-scored and hand-scoreable versions. Statements in the 2 levels (Level 1 for grades 7 through 9, and Level 2 for grades 10 and above) are responded to on a 5-point Likert-type scale. The attractive and high quality test materials are appealing and easy to understand. The manual for school counselors is well presented and straightforward. Summary statistics for the norms are presented, and the evidence for internal consistency and validity is reviewed. One of the major appeals of the inventory is the simplicity of the presentation of the individual profile. The information about scoring for the hand-scoreable version is not adequate, and the scoring seems cumbersome and confusing. With this reservation, the instrument is judged an appealing and

appropriate measure for career exploration. It makes a good alternative to more complicated inventories. (SLD)

ED 356 256 TM 019 681

Dolenz, Beverly

The Career Beliefs Inventory: A Review and Critique.

Pub Date—Jan 93

Note—11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type—Book/Product Reviews (072) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Beliefs, Career Choice, *Career Counseling, Foreign Countries, Likert Scales, *Occupations, Psychometrics, *Scoring, Secondary Education, Secondary School Students, *Student Attitudes, Test Content, Test Interpretation, Test Norms, Test Reliability, *Test Use, Test Validity

Identifiers—Australia, *Career Beliefs Inventory, Paper and Pencil Tests, United States

The Career Beliefs Inventory (CBI) is a counseling tool with the purpose of identifying beliefs as they relate to occupational choice and the pursuit of a career. The inventory can be administered individually or to a group ranging in age from grade 8 to adult. The CBI is a 96-item paper-and-pencil test written at an eighth-grade reading level. Items are grouped into 25 scales organized under 5 headings. All test items are in a Likert format. The materials are straightforward and easy to use. Scoring and interpretation are easy to understand if the computer-scoring services of the publisher are used. Hand-scoring is confusing, and the procedures are not outlined in the manual. Norms are available based on a sample of over 7,500 people in the United States and Australia, ranging from junior high students to employed adults. Evidence for test-retest reliabilities, face validity, and construct validity is reviewed. Strengths of the CBI include ease of administration, clarity of instructions, attractive appearance, and the organization of the test booklet and answer sheet. The recent introduction of the instrument makes the psychometric properties hard to evaluate, but the evidence for reliability and validity does not seem adequate. Further research focusing on reliability and validity would enhance the useful information generated by the CBI. (SLD)

ED 356 257 TM 019 682

Wang, Lin

The Differential Aptitude Test: A Review and Critique.

Pub Date—Jan 93

Note—9p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type—Book/Product Reviews (072) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability, *Adults, *Aptitude Tests, *Career Counseling, Educational Counseling, High Schools, *High School Students, Junior High Schools, *Junior High School Students, Personnel Selection, Psychometrics, Secondary Education, Test Construction, Test Items, Test Norms, Test Reliability, Test Reviews, *Test Use, Test Validity

Identifiers—*Differential Aptitude Tests

The Differential Aptitude Test (DAT) is a multiple aptitude battery designed to measure junior and senior high school students' and adults' ability to learn or succeed in certain areas. The test is suitable for group administration and is primarily for use in educational and vocational counseling, although it may be used in employee selection. The DAT contains two levels, with two equivalent alternate forms for each level. Eight subtests measure abilities. A score is provided for each subtest as well as for scholastic aptitude. Test administration procedures are easy to follow, and test materials are durable and reusable. The norming process for the edition was impressive, with about 170,000 students in the standardization samples. Evidence for reliability and validity is reviewed. The fact that the DAT has remained one of the most frequently used batteries is a tribute to its quality, credibility, and utility. The new items and new norming data of the most recent edition have improved the test while preserving psychometric quality. It would be worth pursuing con-

current validity data on the DAT in a few broadly defined occupational areas. (SLD)

ED 356 258 TM 019 683

Carifio, James

Needed: A Standard Information Processing Model of Learning and Learning Processes.

Pub Date—Feb 93

Note—13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-22, 1993).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *Educational Research, Elementary Secondary Education, Epistemology, Intellectual Disciplines, *Learning, Learning Processes, *Models, *Research Needs, Research Problems, *Standards

One strategy to prevent confusion as new paradigms emerge is to have professionals in the area develop and use a standard model of the phenomenon in question. The development and use of standard models in physics, genetics, archaeology, and cosmology have been very productive. The cognitive revolution in psychology and education has produced a plethora of information processing models of learning and learning processes. All of the proliferation and contradictory models are beginning to produce paradigm blight and anomalies in the experimental literature. It would seem that a Standard Information Processing (Cognitive) Model of learning and learning processes is needed, with a commitment to develop a consensus version for all professionals working in this area to use. An initial attempt at formulating such a model is presented based on an analysis of the model proposed and the literature in the field for the past 25 years. Each component of the model is defined and discussed, and its etiology and logical necessity are established. The importance of developing standard models for organizing the literature and research of a field or discipline is also discussed. A flowchart illustrates the information processing view of cognition and cognitive processing. (SLD)

ED 356 259 TM 019 684

Olson, Jeffery E.

Least Principal Components Analysis (LPCA): An Alternative to Regression Analysis.

Pub Date—92

Note—10p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Error of Measurement, *Factor Analysis, Goodness of Fit, *Mathematical Models, *Maximum Likelihood Statistics, *Regression (Statistics), Research Methodology, Statistical Inference, Statistical Significance

Identifiers—Bootstrap Methods, Confidence Intervals (Statistics), Eigenvalues, *Least Principal Components Analysis

Often, all of the variables in a model are latent, random, or subject to measurement error, or there is not an obvious dependent variable. When any of these conditions exist, an appropriate method for estimating the linear relationships among the variables is Least Principal Components Analysis. Least Principal Components are robust, consistent, and sufficient maximum likelihood estimates of the best total linear fit to observed data. They are more appropriate than regression estimates when the smallest eigenvalue exists and is distinct from the next smallest, and the variability to minimize is in more than one variable or when multicollinearity is a problem. They are as easy to compute as are common principal components because they are principal components. T. W. Anderson (1963) provides a theory of inferential statistics for Principal Components that can be used in computing significance levels and confidence intervals for least principal components as well. Bootstrap approaches have also been developed. (SLD)

ED 356 260 TM 019 685

Holburn, P. T.

Test Bias in the Intermediate Mental Alertness, Mechanical Comprehension, Blox and High Level Figure Classification Tests. An NTB/HSRC Report.

Human Sciences Research Council, Pretoria (South Africa).

Report No.—C/PERS-453; ISBN-0-7969-1254-8

Pub Date—92

Note—84p; Paper includes English and Afrikaans abstracts.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, *Apprenticeships, Blacks, Comparative Testing, Correlation, *Culture Fair Tests, Foreign Countries, *Job Applicants, Occupational Tests, *Personnel Selection, *Racial Differences, Social Bias, *Test Bias, Test Reliability, Test Use, Whites

Identifiers—Asians, Blox Test, High Level Figure Classification Test, Intermediate Mental Alertness Test, Mechanical Comprehension Test (Physics), *South Africa

Research is reported on four tests commonly used in South Africa to select apprentices, the Intermediate Mental Alertness Test, the High Level Figure Classification Test, the Blox Test, and the Mechanical Comprehension Test. Samples were as follows: (1) 206 Asian, 208 Black, 102 Coloured, and 99 White mostly male applicants for sugar industry positions; (2) Black, mostly male applicants for a development company; and (3) 14 Asian, 128 Black, 199 Coloured, and 74 White applicants for a motor company. The Mechanical Comprehension Test was found to have low internal consistency reliability figures for Asian, Black, and Coloured applicants, and it was not recommended for multicultural apprentice selection. Item bias detection procedures were applied to the other tests. Overall, it appears that the Intermediate Mental Alertness Test had the most bias, followed by the Blox Test. Very little bias emerged for the High Level Figure Classification Test. Despite the presence of bias, these tests are recommended for use in batteries for apprentices. Suggestions are given for dealing with test bias. Ten tables present study findings and one figure illustrates predictive bias. Three appendices list item difficulty values, item-total correlations, and percentages not completing an item for the three tests. (SLD)

ED 356 261

TM 019 686

Satterlee, Brian

Program Review and Evaluation: A Survey of Contemporary Literature.

Pub Date—Dec 92

Note—33p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Accreditation (Institutions), Colleges, *Curriculum Evaluation, Evaluation Criteria, *Evaluation Methods, Evaluation Utilization, Higher Education, *Institutional Characteristics, *Literature Reviews, Models, Political Influences, *Program Evaluation, *School Effectiveness, State Programs, Surveys, Universities

Identifiers—*Program Review

A survey was conducted of the literature pertaining to higher education program review. Many institutions of higher education have come under intense scrutiny and criticism, and have been required to respond to public pressure for accountability. Program review is one component of the assessment of institutional effectiveness. The following seven themes were identified as providing insight into contemporary program review processes: (1) purposes of program review; (2) different approaches to program review; (3) program review models; (4) common elements in successful evaluations; (5) criteria used in program review; (6) processes used in program review; and (7) utilization of results. Minor issues related to program review that were cited in the literature include common myths, political realities, the state's role in the process, and the links to accreditation. (Contains 53 references.) (SLD)

ED 356 262

TM 019 689

Report Card 1992: The State of School Systems in North Carolina.

North Carolina State Board of Education, Raleigh.

Pub Date—Jan 93

Note—520p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF02/PC31 Plus Postage.

Descriptors—*Academic Achievement, Academic Standards, Accreditation (Institutions), Community Characteristics, *Comparative Analysis, Educational Trends, Graphs, Institutional Characteristics, *Outcomes of Education, *Public

Schools, School Districts, *School Statistics, State Surveys, Tables (Data), Trend Analysis

Identifiers—*North Carolina

This "Report Card," third in a series, monitors the progress of each local school system in North Carolina and makes comparison among districts possible. Information is related to the outcomes of education based on student achievement. One comparison permitted is that of current levels of performance with those of previous years. Another is the performance of each school system in relation to all others, both by overall achievement, and by major subject areas. Comparisons are also possible between a system and similar systems. It is also possible to compare performance to standards established by the North Carolina State Board of Education for all school systems. Information is outlined in the following sections: (1) school system characteristics; (2) community characteristics; (3) student performance; (4) achievement by subject area and overall achievement; and (5) a comparison of actual performance in relation to each of the state accreditation standards. Information on 129 districts is listed in tabular form, alphabetically by county, with city school districts following their own counties. (SLD)

ED 356 263

TM 019 690

Hester, Yvette

A Review of Strategies for Standard Setting and Identifying Cutoff Scores.

Pub Date—Jan 93

Note—17p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Classification, *Cutting Scores, *Evaluation Methods, Evaluators, *Mathematical Models, *Scoring Formulas Identifiers—Decision Theory, Empirical Research, *Experts, Minimax Procedure, *Standard Setting Some of the different approaches to standard setting are discussed. Brief comments and references are offered concerning strategies that rely primarily on the use of expert judgment. Controversy surrounds methods that use expert judges, as well as those using test groups to set scores empirically. A minimax procedure developed by H. Huynh, an empirical procedure that invokes evaluation of the mathematical properties of various cutoffs through the application of decision theory, is illustrated. Minimax procedures are useful in minimizing probabilities of misclassification (i.e., the optimal minimization of false negatives and positives). (Author/SLD)

ED 356 264

TM 019 693

Hambleton, Ronald K. And Others

Advances in the Detection of Differentially Functioning Test Items.

Pub Date—93

Note—52p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Research, Effect Size, Guidelines, *Item Bias, Item Response Theory, *Psychometrics, *Sample Size, Statistical Significance, *Test Items, Test Validity

Identifiers—*Mantel Haenszel Procedure, Power (Statistics)

The development and evaluation of methods for detecting potentially biased items or differentially functioning items (DIF) represent a critical area of research for psychometricians because of the negative impact of biased items on test validity. A summary is provided of the authors' 12 years of research at the University of Massachusetts (Amherst) pursuing item response theory-based and Mantel Haenszel (MH) DIF detection methods. In addition, a set of guidelines is offered for conducting DIF studies based on these research findings. These recommendations include the following: (1) the two-step procedure recommended by P. W. Holland and D. T. Thayer (1988) is preferred to the simple procedure; (2) the criterion used for matching examinees must be approximately unidimensional; (3) larger examinee samples are preferred; (4) with limited sample size, the power of the statistic can be increased by increasing the majority group and holding the minority group constant; (5) with very large samples, measures of both statistical significance and effect size may be important in screening items; (6) examinees in the sample must represent the population of

interest; (7) combining score groups in the matching criterion may be useful for increasing the power of the MH statistic; (8) items that have lower parameters (item discrimination parameters) are less likely to be identified by the MH method; and (9) the MH method is not blind to non-uniform DIF. (Contains 5 tables, 3 figures and 47 references.) (SLD)

ED 356 265

TM 019 696

Kushner, Susan N.

Teacher Efficacy and Preservice Teachers: A Construct Validation.

Pub Date—Feb 93

Note—10p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-22, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, *College Students, *Construct Validity, *Education Majors, Elementary Secondary Education, Higher Education, Mathematical Models, Measures (Individuals), Preservice Teacher Education, Rating Scales, *Self Efficacy, *Teacher Effectiveness, Test Use

Identifiers—Confirmatory Factor Analysis, *Preservice Teachers

A construct validation of a modified version of a teacher efficiency scale was conducted to establish its use with preservice teachers. The scale adapted by A. E. Woolfolk and W. K. Hoy from one constructed by S. Gibson and M. H. Dembo, which contained 12 personal efficacy (PE) and 6 general teaching efficacy (TE) items, was further modified for preservice teachers and administered to 197 education majors from a summer term and 162 education majors from a fall term. Factor analysis and confirmatory factor analysis confirmed the two-factor solution, indicating that the construct is stable to modifications and generalizable to preservice teachers. Confirmatory factor analysis suggests that the model does not fit the data very well. Items on both subscales may need to be revised or eliminated. Five tables present study findings, including data on goodness of fit. (SLD)

ED 356 266

TM 019 697

Chelmsky, Eleanor

Student Achievement Standards and Testing. Testimony before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

Report No.—GAO/T-PEMD-93-1

Pub Date—18 Feb 93

Note—15p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Standards, Achievement Tests, *Cost Estimates, Cross Cultural Studies, Educational Assessment, Elementary Secondary Education, Foreign Countries, National Competency Tests, *National Programs, Program Costs, Standardized Tests, *Student Evaluation, *Testing Programs, Test Use

Identifiers—Alternative Assessment, Canada, *Performance Based Evaluation, Standard Setting, United States

The General Accounting Office (GAO), at the request of the House Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education, conducted studies on the extent and cost of testing in the United States, the experience of Canada in testing, and initial efforts to set standards for judging student performance on the National Assessment of Educational Progress (NAEP). Main findings and conclusions from the first two studies are presented. A survey of all states and a national sample of school districts has suggested that U.S. students do not seem to be overtested, spending about seven hours a year in testing (including preparation and related activities). Nationally, systemwide testing in 1990-91 cost about \$516 million. A national performance test could be expected to cost about \$330 million. Regional state clusters of performance tests, as recommended by the National Council on Educational Standards and Testing would add about \$193 million to current costs, with 25 minutes additional testing time. The

Canadian testing system features a coordinated set of standards, course specifications, and tests that are well regarded by both educators and the public. In reviewing general questions of testing policy, the importance of teacher and administrator involvement is emphasized. Another major issue is that of ensuring the technical quality of any tests in a national system. (SLD)

ED 356 267 TM 019 698

Lyons, Thomas J.
Validity of Three E&E Rating Methods for Entry and Full Performance Level Jobs.
Pub Date—Jun 92

Note—13p.; Paper presented at the Assessment Council Conference on Public Personnel Management Association of the International Personnel Management Association (Baltimore, MD, June 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Educational Background, Employees, Evaluation Methods, Federal Government, Job Analysis, Job Applicants, Job Skills, Knowledge Level, Meta Analysis, *Occupational Tests, *Personnel Selection, *Predictive Validity, *Rating Scales, Self Evaluation (Individuals), Supervisors, *Work Experience

Identifiers—Behavioral Consistency Method, Knowledge Skills and Abilities Method, Point System

A meta-analysis examines the predictive validity of three methods for evaluating the education and experiences (E&E) of applicants for entry and full-performance level jobs, focusing on federal white-collar jobs. The following are methods of rating education and experience: (1) Point, assigning points to the duration and type of past education and experience; (2) the Knowledge, Skills, and Abilities (KSA) method based on job analysis and comparison with the applicant's KSA; and (3) the Behavioral Consistency method, also based on KSAs from a job analysis, with achievement-based content benchmarks. The sample consisted of 1,399 new Federal Government hires, representing 10 jobs with a substantial number of selections per year. Supervisory ratings of job performance were obtained. The Point method was used to select applicants for three jobs, the KSA for four, and Behavioral Consistency for three. Moderate support was found for the validity of education and experience ratings in predicting full-performance level job performance, but not for entry-level jobs. The Point method was not valid for full-performance or entry-level jobs. Applicant self-assessment might provide a way of measuring the general KSAs required for entry-level trainees' jobs. Attachment A is an example of a job performance rating scale, and Attachment B summarizes the validity of education and experience ratings by job level and rating method. (SLD)

ED 356 268 TM 019 699

Porter, Eleanor And Others
Development of a Biographical Data Instrument.
Pub Date—Jun 92

Note—33p.; Paper presented at the Assessment Council Conference on Public Personnel Management Association of the International Personnel Management Association (Baltimore, MD, June 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biographical Inventories, Educational Research, *Occupational Tests, *Personnel Evaluation, Predictive Measurement, *Scoring, *Test Construction, Test Validity

Identifiers—*Biadata, Employment Service, *General Aptitude Test Battery

A United States Employment Service (USES) General Aptitude Test Battery (GATB) plan was formulated to evaluate and develop additional job-related assessment methods. Eighteen alternative predictors were reviewed, from which biadata was selected for development. The literature indicates that biadata provides increased validity with little or no adverse impact. The focus will be on writing that will generalize across an occupational cluster and on the identification of relevant constructs. Items will inquire about background information and life experiences and will be screened for bias. Various scoring methods will be reviewed and evaluated as research progresses. The plan includes administration of the experimental biadata instru-

ment along with the GATB. Future results will demonstrate whether biadata, with or without the GATB, improves validity and reduces adverse impact. Five tables summarize testing plans. (Author/SLD)

ED 356 269 TM 019 701

Kump, Ann
Directions for Scoring Typing Tests Taken Either on a Typewriter or a Computer.

Pub Date—[92]

Note—13p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Testing, Employment Qualifications, Guidelines, Job Applicants, *Occupational Tests, Personnel Evaluation, *Scoring, *Typewriting

Identifiers—*Accuracy, *Typing Speed

Directions are given for scoring typing tests taken on a typewriter or on a computer using special software. The speed score (gross words per minute) is obtained by determining the total number of strokes typed, and dividing by 25. The accuracy score is obtained by comparing the examinee's test paper to the appropriate scoring key and counting the total number of errors made. Symbols used by the computer to indicate typing errors are illustrated. Definitions are given for the 13 typing rules to be observed in the test, and several examples are given for each rule of the types of errors that can be made. (SLD)

ED 356 270 TM 019 702

Hansen, Kim
Telephone Survey of Test Administrators Using the Automated Typing Test Software.

Pub Date—[92]

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Testing, Computer Software, Computer Software Evaluation, Employment Qualifications, *Examiners, Job Applicants, *Occupational Tests, Personnel Evaluation, Scoring, *Telephone Surveys, *Test Use, Time Management, Training, *Typewriting

Identifiers—*Job Service

One hundred and sixteen test administrators in Job Service offices throughout the United States who are currently using the automated typing test software were contacted by telephone about the software. Sixty-nine percent have used the software less than 1 year, and 21 percent have used it more than 1 year. In 78 percent of the offices, there is only 1 computer available for testing, and in many offices the testing computer must be used for daily business operations between testing appointments. Problems of this sort will become more significant as the number of computerized typing tests administered increases. Offices report that most applicants choose the computerized tests, and that 94 percent make favorable comments about the test. Test administrators' comments also underscore the importance of training in testing and scoring. The majority (77 percent) of test administrators feel that it takes less time to administer the automated typing test than a test on a typewriter. Most respondents (69 percent) have more confidence in the automated test because of accuracy of scoring or timing. Most test administrators and applicants are comfortable with the software and have positive attitudes. Most identified problems are associated with training. (SLD)

ED 356 271 TM 019 703

Simmons, Ernest W.
A Problem That Led to Developing Video Administration of the GATB for Testing at Multiple Sites.

Pub Date—[92]

Note—8p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aptitude Tests, English, Program Evaluation, Spanish, Technological Advancement, Testing Problems, Test Reliability, *Test Use, *Video Equipment, *Videotape Cassettes

Identifiers—Department of Labor, *General Aptitude Test Battery

As developer and custodian of the General Aptitude Test Battery (GATB), the U.S. Department of Labor (USDOL) is responsible for ensuring that its use meets established professional standards. Considering the logistical problems of overseeing the use of the GATB at more than 2,000 separate sites, the USDOL has confronted a monumental task in

the face of declining economic resources. Use of video administration was recognized as having the potential to ease the burdens of test administration and improve test reliability because the GATB requires a substantial amount of instruction and is complex to time. Video administration tapes were developed for English and Spanish versions using the manual section on administration and scoring. Separate tapes have been prepared for different portions of the GATB. Videotaped administration is used to some degree in 30 states. Overall, responses have been very favorable, and the project appears successful. Users report that the tapes are particularly useful in administering the dexterity portions of the battery. Users' suggestions are being taken into account by the USDOL in improving the videos. (SLD)

ED 356 272 TM 019 715

Aamodt, Michael G. And Others
Estimating Future Adverse Impact Using Selection Ratios and Group Differences in Test Score Means.

Pub Date—[92]

Note—7p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Effect Size, *Estimation (Mathematics), Minority Groups, *Personnel Selection, *Ratios (Mathematics), *Scores, Tables (Data), *Test Bias, Test Validity

Identifiers—*Adverse Impact, *Mean (Statistics)

Estimating the validity of a test is one concern for the human resources professional developing a personnel selection battery. An equally important concern is whether the test will result in adverse impact against a member of a protected class. It would be useful if the probability of adverse impact could be estimated prior to spending time and money administering the test to an actual applicant pool. This paper presents a table based on the normal curve that uses selection ratios and effect sizes (d scores) obtained from information in test manuals to determine the ratio of the minority selection rate to the majority selection rate. The table is used by finding the point in the table where the selection ratio and the effect size intersect. The number found at this point in the table represents the percentage of minorities that will be selected as a percentage of the non-minority selection ratio. Any number less than the "magical" 0.80 or four-fifths indicates that the selection device will probably result in adverse impact. Table 1 shows minority selection ratio as a proportion of the non-minority selection ratio for effect sizes from 0.01 to 3.00. Table 2 gives effect sizes for preliminary use with the adverse impact table (Table 1) for biadata, interviews, personality tests, honesty tests, ability tests, interest inventories, and values tests. (SLD)

ED 356 273 TM 019 718

Grady, Emily
The Portfolio Approach to Assessment. Fastback Series 341.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-341-7

Pub Date—92

Note—34p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$1.25; \$1 for Phi Delta Kappa members).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, Curriculum Development, *Decision Making, *Educational Assessment, Educational Philosophy, Education Majors, Elementary Secondary Education, Higher Education, *Portfolios (Background Materials), Preservice Teacher Education, Standardized Tests, State Programs, *Student Evaluation, Testing Problems, *Test Use

Identifiers—Alternative Assessment, *Performance Based Evaluation, *Portfolio Approach, Vermont

The shortcomings of standardized testing as the predominant form of student assessment in the United States are reviewed, and the use and potential benefits of portfolio assessment are explored. Children's educational experiences and their future job prospects and standards of living are being decided by test scores. Moreover, these test scores may be unfair or biased against some students. Instead of more tests, we need a new attitude toward assessment, one that encourages a variety of assessments. Portfolio assessment, through collections of

student works, can be an encompassing format for this new philosophy. Before considering what a portfolio should contain, it is important to establish the purpose of the assessment. The experiences of Vermont illustrate the development of a portfolio assessment with consistent standards. Examples of guidelines for mathematics and language arts portfolios make it clear that it is possible to establish consistent practices. It is also necessary to reflect on the portfolio occasionally, using self-evaluations and direct questions or profiles. Educators also find portfolios useful tools for preservice teachers. Portfolio assessment can be the framework for a new curricular structure that integrates assessment into the learning loop. (SLD)

ED 356 274

TM 019 720

Pellegrino, James W.

Individual Differences in Skill Acquisition: Information Processing Efficiency and the Development of Automaticity.

California Univ., Santa Barbara. Graduate School of Education.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div. Report No.—AFHRL-TP-87-52

Pub Date—Jul 88

Contract—F41689-83-C-0017

Note—213p.

Pub Type—Information Analyses (070) — Reports — Evaluative (142) — Reports — Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Ability Identification, *Cognitive Processes, *Efficiency, Females, *Individual Differences, Males, Sex Differences, *Skill Development, *Standardized Tests, *Young Adults

Results are reported for a series of 13 studies examining individual differences in information processing efficiency. The tasks used represented different content domains and levels of processing complexity. A total of 680 individuals (balanced between males and females, and aged 18 to 25 years) were tested. Subjects were selected from individuals screened during 1983, 1984, and 1985. Measures of information processing speed showed various relationships to standardized ability measures. Measures of changes in processing speed and efficiency showed little relationship to each other and to standardized ability measures. The results are considered relative to issues of assessing an individual's current levels of information processing efficiency and movement toward more automatic or efficient processing levels. Assessment of the latter is problematic and may require complex tasks performed over intervals of time longer than 2 to 5 hours. Finally, standardized ability measures only partially reflect an individual's current levels of processing efficiency. Thirty-eight tables present study findings, and 47 figures illustrate relationships among measures and subjects. (Author/SLD)

ED 356 275

TM 019 721

Kavanagh, Michael J.

Performance Rating Accuracy Improvement through Changes in Individual and System Characteristics.

State Univ. of New York, Albany. Research Foundation; Texas Maxima Corp., San Antonio.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, TX. Training Systems Div.

Report No.—AFHRL-TP-87-67

Pub Date—Apr 89

Contract—85-004-12000-002; F33615-83-C-0030

Note—131p.

Pub Type—Information Analyses (070) — Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Evaluation Methods, Evaluators, *Graduate Students, Higher Education, *Individual Differences, *Job Performance, Motivation, Personnel Directors, *Personnel Evaluation, Standards, *Undergraduate Students

Identifiers—Accuracy, *Performance Based Evaluation, System Evaluation

Although the quest for better measurement of individual job performance has generated considerable empirical research in industrial and organizational psychology, the feeling persists that a good job is not really being done in measuring job performance. This research project investigated the effects of differences in both individual and systems characteristics on the accuracy of job performance measurements using rating of individual effectiveness in fulfilling job duties. The research involved 4 studies over a period of 13 months. Subjects included 134 graduate students, 8 human resources

managers, and 201 undergraduate students. Results indicate that: (1) the purpose for which performance ratings are collected does not affect accuracy; (2) the quality of the instructions that accompany the rating form can affect rating accuracy; and (3) the use of performance standards on the rating form and their effect on rating accuracy depend on the method used to collect the performance ratings. In addition, rater motivation, acceptance, and confidence are related to rating accuracy. The investigation of the methodologies used to collect the accuracy data suggests the need for new methods in future studies of rating accuracy. Eleven tables present study results, and 19 figures illustrate the discussion. Ten appendixes contain study questionnaires and instructions, and supplemental information about the studies. (Author/SLD)

ED 356 276

TM 019 722

Shute, Valerie J.

Individual Differences in Learning from an Intelligent Discovery World: Smithtown.

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.; California Univ., Santa Barbara. Graduate School of Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—AFHRL-TP-89-57

Pub Date—Jun 90

Note—40p.

Pub Type—Reports — Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Software, Concept Formation, Economics, Higher Education, Hypothesis Testing, *Individual Differences, Intelligence, *Learning, *Military Personnel, Problem Solving, Science Education, *Undergraduate Students, Young Adults

Identifiers—Air Force, *Intelligent Tutoring Systems, Interactive Systems, Microworlds, *Smithtown Computer Program

"Smithtown" is an intelligent computer program designed to enhance an individual's scientific inquiry skills as well as to provide an environment for learning principles of basic microeconomics. It was hypothesized that intelligent computer instruction on applying effective interrogative skills (e.g., changing one variable at a time while holding all else constant) would ultimately lead to the acquisition of specific subject matter. This paper presents an evaluation of "Smithtown" in two studies of individual differences in learning. Experiment 1, an exploratory study with 30 undergraduates, demonstrated that "Smithtown" fared very well when compared to traditional instruction on economics and indicated the performance indicators that separated better from worse learners in this microworld environment. Experiment 2 extended these findings using 530 Air Force recruits interacting with "Smithtown." Performance indicators relating to hypothesis generation and testing were the most predictive of successful learning in "Smithtown," accounting for more of the variance in the learning criterion than did a measure of general intelligence. Differentiating behaviors between more and less successful subjects agree with specific behaviors relating to individual differences found in general studies on problem solving and concept formation. Findings can suggest modifications to enhance intelligent tutoring systems. Five tables and 11 figures contain study data. An appendix lists the original 30 learning indicators used. (Author/SLD)

ED 356 277

TM 019 732

Shapiro, Arthur S. And Others

Restructuring Curriculum and Schooling for the 21st Century.

Pub Date—Mar 93

Note—29p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-22, 1993).

Pub Type—Opinion Papers (120) — Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, Decision Making, *Educational Theories, Elementary Secondary Education, *Futures (of Society), Models, Organizations (Groups), Outcomes of Education, Reliability, *School Restructuring, *Theory Practice Relationship, Validity

Identifiers—*Paradigm Shifts, Reform Efforts

The role of theory in the restructuring of schools

and curriculum is discussed. Theory is defined as a set of assumptions from which laws or principles may be derived. The descriptive, analytical, and predictive characteristics of theory are described. The examination of the relationship of theory to practice leads to the conclusion that they are inextricably linked. Theory is limited in that it is a construct created by human beings. It is necessary that theory be as valid and reliable as possible, but the claim of objectivity is not supportable. The idea of a paradigm shift is explored, and it is contended that a paradigm shift is in the making in the field of curriculum, where theory has not always guided practice. A process theory is proposed that consists of the following parameters: (1) sensing a problem and developing a plan; (2) generating interactions; (3) negotiating by the various players; and (4) creating outcomes. The proposed theory transcends the field of curriculum, and is, in fact, a theory of organizational decision-making. Two examples of process theory use in curriculum design and in industry are described. (SLD)

ED 356 278

TM 019 733

Boser, Judith A. Clark, Sheldon B.

Response Rates in Mail Surveys: A Review of the Reviews.

Pub Date—Apr 93

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).

Pub Type—Information Analyses (070) — Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Databases, *Literature Reviews, *Mail Surveys, Meta Analysis, *Research Methodology, Research Reports, *Response Rates (Questionnaires), Responses, Scholarly Journals, Search Strategies

As a predominant research method, the mail survey has been the subject of a considerable body of research. Several major reviews of research have been published that attempt to synthesize findings of empirical studies and identify techniques that stimulate responses. The review articles are examined, identifying procedures and potential publication sources. Reviews are limited to those that are comprehensive in nature, and that focus on identifying techniques that facilitate response rates in mail surveys. Through searches of computerized databases, 9 reviews were located, based on 329 source studies. There is considerable variation among the nine articles. It is evident that the choice of keywords or descriptors and differences in the databases have influenced the outcomes of the reviewers' search efforts. There is great disparity in the ways in which the procedures used in the integrated review articles are documented. The next step will be to compare the mail survey response rate variables that were studied. Four tables present information about the reviews. Appendix A lists the journal of publication for the source articles across time, and Appendix B lists the source article publication sources. (SLD)

ED 356 279

TM 019 736

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts.

New York State Education Dept., Albany.

Pub Date—Feb 93

Note—232p.; For a related document, see TM 019 737.

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Academic Achievement, Annual Reports, Educational Finance, Elementary Secondary Education, Institutional Characteristics, *Profiles, *Public Schools, School Districts, *School Statistics, *State Surveys, Student Characteristics, Tables (Data), Teacher Characteristics, Test Results

Identifiers—New York, New York State Regents Examinations, Status Reports

This portion of the annual report of the New York State Education Department on the status of state schools contains the individual district profiles. Information is derived primarily from information submitted by the superintendents of the various school districts. Schools are characterized as New York City, large city, other city, suburban, and rural. Information is presented in six tables in summary form. The tables contain the following data:

(1) district type, racial and ethnic distribution of enrollment, attendance rate, dropouts and youth at risk, high school graduates, and pupil-teacher ratio; (2) teacher characteristics and salary information, expenditures per pupil, and other financial information; (3) results of three state testing programs; (4) results of the New York State Regents' Examinations in English, global studies, U.S. history and government, and comprehensive French; (5) New York State Regents' results in comprehensive Spanish, and three sequential mathematics courses; and (6) New York State Regents' results in the sciences. The same 6 tables are presented in expanded form to cover the more than 700 districts in 61 counties. (SLD)

ED 356 280 TM 019 737

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System.

New York State Education Dept., Albany.

Pub Date—Feb 93

Note—322p; For a related document, see TM 019 736.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Academic Achievement, Annotated Bibliographies, Annual Reports, Elementary Secondary Education, Enrollment, Graphs, Institutional Characteristics, Private Schools, Profiles, *Public Schools, School Districts, *School Statistics, *State Surveys, Student Characteristics, *Tables (Data), Teacher Characteristics

Identifiers—*New York, Status Reports

This document is an analysis of statewide educational data procured by the New York State Education Department and presented to the Governor and the Legislature. Data are primarily derived from information submitted by superintendents of schools. This fifth in the series of annual reports again shows that students in affluent areas do reasonably well and those in poverty do poorly. It is apparent that the students with the greatest needs often have the fewest resources. The following data are provided: (1) enrollment trends; (2) resources; (3) participation rates; (4) student performance; (5) attendance and high school completion; and (6) postsecondary education and employment. Overall, the patterns of educational inequality and the breadth of these inequalities have not changed since the reports began in 1988. Information about New York schools is presented in 94 tables and 95 figures. Appendix A lists data resources, Appendix B is an annotated bibliography of state educational publications, and Appendix C provides information on non-public schools in an additional six tables. (SLD)

UD

ED 356 281

Stabile, Michael J.

Gangs: A Suburban Problem Too? "Taking the Gang Threat Seriously."

Pub Date—[91]

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Community Involvement, *Delinquency, Elementary Secondary Education, Inservice Education, *Junior High School Students, *Juvenile Gangs, Parent Participation, Peer Groups, *Prevention, *School Role, Teacher Role, Youth Clubs, *Youth Problems

Identifiers—*Gangs

Gangs are no longer the exclusive problem of large metropolitan areas. Suburban schools and communities are now vulnerable, and the problem is spreading. To combat the problem, it is essential to overcome denial in the school and community. The case study of Chris, a junior high school student, exemplifies suburban youth gang members. Administrators, teachers, and parents are not "gang literate"; they often do not recognize the signs of gang participation, including use of certain sports products as gang emblems. Gang members typically begin as marginal, or surface members, advance to hard-core status, and may go on to be elite gang members as adults providing leadership. Actions that schools and communities can take to help combat gangs include the following: (1) take the gang

problem seriously; (2) enhance community and parental involvement and knowledge about gangs; (3) develop a clear policy on gangs and make it clear that school is a neutral place where students must feel secure; (4) develop positive incentives to increase rewards for those who refuse gang influence; (5) educate teachers to be gang literate; (6) work with local police to develop effective communication and a good working relationship; and (7) devise strategies to involve students in afterschool activities. The threat of gangs must be taken seriously from elementary school through high school. (Contains 10 references.) (SLD)

ED 356 282

Morris-Bilotti, Sharon

The Chronically Poor: Breaking the Cycle.

Illinois State Dept. of Children and Family Services, Springfield.

Pub Date—May 92

Note—46p; Paper prepared for the National Conference and Workshop on Corporate Community Involvement of the Public Affairs Council (Washington, DC, May 20-21, 1992).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Blacks, Children, *Corporate Support, Demography, *Economically Disadvantaged, Economic Factors, Family Programs, *Lower Class, Poverty, *Poverty Programs, Program Descriptions, *Program Effectiveness, School Business Relationship, *Social Problems, Welfare Services

Identifiers—Business Role, Intergenerational Transmission

This question-and-answer format paper looks at some of the basic issues surrounding the chronically poor and initiatives and services designed to break the poverty cycle. A first section explores some of the myths and realities surrounding the characteristics of the chronically poor population and notes that this population is comprised of children, women, young African American men, Whites and minorities, located in the inner city as well as in poor rural areas. This section also notes that the nation's persistent poor tend to be African Americans and members of households headed by single females. A second section examines factors contributing to the growth of an underclass, including a "dual labor market" and welfare structures. A third section reviews remedies to the current situation, addressing children's needs and reformulating assistance goals in terms of barriers rather than target populations. This section also describes the ways that corporate America can assist through leadership; support; funding; direct response initiatives; and community forums, collaborations, networks, and partnerships. This last section offers examples of corporate programs and initiatives already in place including resources and contacts. Appended are sample forms from a corporate-foster care alliance. (Contains 42 references.) (JB)

ED 356 283

Lowe, Robert, Ed. Miner, Barbara, Ed.

False Choices: Why School Vouchers Threaten Our Children's Future.

Rethinking Schools, Ltd. Milwaukee, WI.

Report No.—ISBN-0-942961-16-1

Pub Date—Sep 92

Note—37p.

Available from—Rethinking Schools, 1001 E. Keefe Avenue, Milwaukee, WI 53212 (single copies, \$3 plus \$2 shipping and handling, 10-100 copies, \$2 each plus shipping, 100 plus copies, \$1.50 each plus shipping, 500 plus copies, \$1 plus shipping).

Journal Cit—Rethinking Schools; spec iss p1-32 Sep 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, Educational Discrimination, Educational Finance, *Educational Vouchers, Elementary Secondary Education, *Equal Education, *Financial Problems, *Futures (of Society), Nontraditional Education, Private Schools, Privatization, Public Schools, *School Choice, School Restructuring, *Urban Schools

Identifiers—Chicago Public Schools IL, Massachusetts

A voucher system of schooling would destroy the few democratic gains made in public education in recent years, worsen inequalities that already permeate education, and block opportunities for mean-

ingful reform. Articles included in this special issue are: (1) an introduction, "Why We Are Publishing False Choices" ("Rethinking Schools" Editorial Board); (2) "The Hollow Promise of School Vouchers" (R. Lowe); (3) "Voucher Plans Proliferate: From Colorado to California, Milwaukee to Baltimore" (B. Miner); (4) "Choice Will Devastate Our Urban Schools" (M. Waters); (5) "Our Schools Need Money, Not Rhetoric" (C. J. Prentiss); (6) "Choice Is a Smokescreen" (L. Darling-Hammond); (7) "The Debate Is about Privatization, Not Choice" (D. Meier); (8) "Playing Politics with 'Choice'" (G. Orfield); (9) "A Battle for the Soul of Public Education" (W. Furutani); (10) "Questions and Answers about School Choice" ("Rethinking Schools" Editorial Board); (11) "Whittle's Raid on Public Education" (J. Kozol); (12) "Chris Whittle's Trojan Horse" (A. J. Alvarado); (13) "Is Public School 'Choice' a Viable Alternative?" (A. Bastian); (14) "Massachusetts: Robbing the Poor To Pay the Rich" (S. Karp); (15) "Chicago: Public School 'Choice' and Inequality" (J. Kozol); (16) "When 'Choice' Equals No Choice" (H. Kohl); and (17) "Choice and Public School Reform" (R. Peterkin). (SLD)

ED 356 284

Hill, Paul, Jr.

Coming of Age: African American Male Rites of Passage.

Report No.—ISBN-0-913543-28-4

Pub Date—92

Note—125p.

Available from—East End Neighborhood House, 2749 Woodhill Road, Cleveland, OH 44104 (\$9.95).

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Adolescent Development, Adolescents, Black Community, Black Education, *Black Youth, Cultural Awareness, *Disadvantaged Youth, Drug Use, Economically Disadvantaged, *Males, Socialization, Social Status, *Urban Youth, Values, Young Adults, Youth Programs

Identifiers—*African Americans, Afrocentrism, Ohio, *Rites of Passage

An overview is provided of issues confronting the African American male, along with a strategy to nurture a new generation of African American males. Chapters 1 and 2 focus on the social status and new demographics of the African American male and the external threats that are devastating to the African American male and the African American community. What happens to African American men who accept society's definition of manhood, but are denied the resources to demonstrate their masculinity, is discussed. Rites of passage and Afrocentricity are discussed. Chapters 3 and 4 focus on the modern equivalents of ancient initiation rites, the 10 basic principles of educating and socializing African children, and the foundations and institutionalization of rites-of-passage for African American males. Rites-of-passage founded on centeredness, moral standards, rituals, and ceremonies can function as a guidance system for young males. The example of the Ohio Rites of Passage illustrates the difficulties involved in institutionalizing this approach to saving young African American males. An appendix contains a course of study, with program objectives and objectives for the student. (Contains 53 references.) (SLD)

ED 356 285

Evaluating Mentoring Programs.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Report No.—ISSN-1063-7214

Pub Date—Jun 92

Note—6p; For related documents, see UD 029 072-073.

Journal Cit—IJME Briefs; n1 Jun 1992

Pub Type—Collected Works - Serials (022) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Behavior Change, *Disadvantaged Youth, Educationally Disadvantaged, Elementary Secondary Education, Evaluation Methods, High Risk Students, Interpersonal Relationship, *Mentors, Modeling (Psychology), Program Administration, *Program Evaluation, Program Implementation, Research Needs, Urban Areas, *Urban Youth, *Youth Programs

Identifiers—Baltimore City Public Schools MD, *Career Beginnings Program, *Protege Mentor Relationship

Mentoring has a mystique that only good can come from it, that at the worst, mentoring programs will not accomplish all that they could, but the youth served will at least be better for the experience. Both impact and process evaluations are needed to answer questions about the real benefits and any potential adverse effects of mentoring. The recent evaluation by the Manpower Demonstration Research Corporation of the national Career Beginnings program does indicate beneficial effects on educational aspirations and college attendance for average students who were not at very high risk. Project RAISE, in Baltimore (Maryland), a program to reduce the dropout rate of high-risk students, provides another example of program evaluation (conducted by McPartland and Nettles, 1991) that demonstrates that school attendance is a behavior that mentors can influence positively. Studies of the process of mentoring have suggested that the right kind of receptive youth can be benefitted by the right kind of motivated and trained mentors. However, research has generally not accounted for the impact of how a program is implemented. Research needs to investigate program implementation and the fit between the mentor and the youth. Good evaluations can help program managers understand and replicate this fit. Information collected about the mentor and the youth can highlight the relationship, participants' perceptions and assessments of the relationship, and obstacles and problems that stand in the way of a gratifying and useful relationship. Evaluation of mentoring programs needs to concentrate on the relationship between the mentor and the youth. (SLD)

ED 356 286 UD 029 072

Managing Mentoring Programs.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Report No.—ISSN-1063-7214

Pub Date—Jul 92

Note—6p; For related documents, see UD 029 071-073.

Journal Cit—IUME Briefs; n2 Jul 1992

Pub Type—Reports - Evaluative (142) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, At Risk Persons, Delivery Systems, *Disadvantaged Youth, Evaluation Methods, Institutional Mission, *Mentors, *Program Administration, Program Development, Program Effectiveness, Program Implementation, Public Policy, Recruitment, Research Needs, Training, Urban Youth, *Youth Programs

Some programs for helping at-risk youth achieve excellent results, while others do not. One reason for program success can be proper management. Mentoring is a promising strategy for helping at-risk youth. Planners who want to create effective mentoring programs should look at the implementation experiences of other youth programs. Evaluations have focused on the following four areas, which are crucial to the success of mentoring programs, or any youth programs: (1) service delivery systems; (2) targeting and recruitment of young people; (3) consistent program mission and identity; and (4) a focused operating system—leadership and staffing. That management factors are essential to youth program successes and failures has not generally been recognized, particularly in the area of mentoring, where enthusiasm is frequently the guiding principle. Unless the field matures and organizes itself, youth programs in the United States will remain marginal enterprises on the periphery of social policy. Funders of research programs must put professional development and training high on their agendas. They must support research into leadership and management skills and expand support of other research into program effectiveness. (SLD)

ED 356 287 UD 029 073

The Mentoring Relationship in Action.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Report No.—ISSN-1063-7214

Pub Date—Aug 92

Note—6p; For related documents, see UD 029 071-072.

Journal Cit—IUME Briefs; n3 Aug 1992

Pub Type—Reports - Evaluative (142) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adults, At Risk Persons, Cultural Differences, *Disadvantaged Youth, *Educationally Disadvantaged, *High Risk Students, Identification (Psychology), *Interpersonal Relationship, Low Achievement, *Mentors, Minority Groups, Modeling (Psychology), Personality Traits, Self Concept, Urban Youth, *Youth Programs

Identifiers—*Protege Mentor Relationship

Mentoring is now a very popular, but loosely defined, feature of many programs for youth. The heart of mentoring is the relationship between the youth and the mentor, but little is actually known about this relationship. Mentoring should not be limited to at-risk youth, since many average students or underachievers from stable backgrounds may benefit from the boost that mentoring can provide. As it exists now, mentoring expresses two basic ideals and meets two basic social agendas: (1) to take care of youth, and (2) to make youth more resourceful. In the mentoring relationship, the youth and the mentor engage in joint activities in which an interpersonal attraction makes it possible for the youth to learn something from someone he or she has come to trust and admire. The relationship has social and psychological dimensions. A essential aspect is the identification with the adult that the youth experiences, an identification that helps the youth build a sense of self. It has been argued that the minority youth needs a minority mentor. It is true that a mentor outside the youth's ethnic and cultural world cannot easily understand that world, but this does not mean that he or she cannot be a good mentor. Relationships with unrelated adults outside the immediate family can help youth become more psychologically and emotionally resilient. If youth today cannot bring resilience to the relationships they form naturally, it can be brought to them through mentoring experiences. (SLD)

ED 356 288 UD 029 083

Stronge, James H., Ed.

Educating Homeless Children and Adolescents:

Evaluating Policy and Practice.

Report No.—ISBN-0-8039-4425-X

Pub Date—92

Note—263p.

Available from—SAGE Publications, Inc., 2455 Teller Road, Newbury Park, CA 91320 (\$23.95, paperback, ISBN-0-8039-4425-X; hardcover—ISBN-0-8039-4424-1).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Access to Education, *Adolescents, *Children, *Disadvantaged Youth, Early Childhood Education, *Economically Disadvantaged, *Educationally Disadvantaged, Educational Policy, Elementary Secondary Education, Equal Education, Family School Relationship, *Homeless People, Rural Schools, Special Needs Students, Urban Schools, Urban Youth

Identifiers—Service Delivery Assessment

One of the more enigmatic issues of contemporary homelessness is that of schooling. This collection highlights issues related to the provision of an education to homeless children and youths. Background information is offered, with an analysis of educational policy relating to homeless children. Practical strategies and a review of successful programs to help the homeless are offered. The following 13 chapters are grouped into sections on the educational context, overcoming barriers to education, and access and equity issues: (1) "The Background: History and Problems of Schooling for the Homeless" (J. H. Stronge); (2) "The Legal Context: From Access to Success in Education for Homeless Children and Youth" (V. M. Helm); (3) "The Psychosocial Context: Supporting Education for Homeless Children and Youth" (C. C. Tower); (4) "The Context of Family: Implications for Educating Homeless Children" (M. Van Ry); (5) "The Reality: The Status of Education for Homeless Children and Youth" (P. F. First); (6) "Children and Homelessness: Early Childhood and Elementary Education" (E. A. Eddowes); (7) "Adolescence and Homelessness: The Unique Challenge for Secondary Educators" (J. L. Powers and B. Jaklitsch); (8) "Educating Special Needs Homeless Children and Youth" (L. Korinek, C. Walther-Thomas, and V. K. Laycock); (9) "Educational Support Services for Homeless Children and Youth" (J. F. Johnson, Jr.); (10) "Ensuring Access to Education: The Role of Advocates

for Homeless Children and Youth" (J. Alker); (11) "Educational Climate for the Homeless: Cultivating the Family and School Relationship" (M. L. Gonzalez); (12) "Educating the Homeless in Rural and Small School District Settings" (D. Helge); and (13) "Programs with Promise: Educational Service Delivery to Homeless Children and Youth" (J. H. Stronge). (SLD)

ED 356 289 UD 029 090

Olmstead, Phyllis M.

Are Minority Members Overrepresented in Vocational Education Programs?

Pub Date—92

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demography, *Educational Discrimination, Elementary Secondary Education, *Enrollment, Equal Education, Females, *Minority Group Children, Postsecondary Education, Pre-school Education, Public Schools, Racial Bias, *Racial Differences, Racial Discrimination, *Sex Differences, Sex Discrimination, State Surveys, *Vocational Education

Identifiers—*Florida

This study investigated minority race and gender enrollment in secondary and postsecondary vocational programs in comparison with majority race and gender enrollment. The population considered was the entire enrollment of vocational programs and prekindergarten through 12th grades in the State of Florida for the school year 1990-91. The study analyzed machine-readable data files of public school enrollment from the Division of Vocational, Adult, and Community Education of the Florida State Department of Education. Comparisons were made between the ethnic and gender percentages of the total prekindergarten through grade 12 population and the total vocational percentages for the state. The same comparisons were made between secondary vocational enrollment percentages and the total school populations. Racial minorities were not found to be overrepresented in secondary vocational programs or in the total of all vocational programs in the State of Florida. In fact, the percentage of minorities in the school population deviated from the percentage of minorities in vocational programs by just over 1 percent. Females were not overrepresented in the secondary vocational programs in the state. (Contains 3 tables and 11 references.) (JB)

ED 356 290 UD 029 098

Natriello, Gary

A Descriptive Study of the Educational Resources of the Hartford Public Schools and Disparities with Other Districts.

Pub Date—Feb 93

Note—199p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Resources, Comparative Analysis, Economic Factors, *Educational Resources, Elementary Secondary Education, Human Resources, Local Norms, *Public Schools, *Regional Characteristics, *Resource Allocation, *School Districts, School Statistics, Social Influences, State Standards, Urban Schools

Identifiers—Connecticut, *Hartford Public Schools CT

This document is a report on the educational resources of the Hartford (Connecticut) Public Schools and the disparities between the Hartford Public Schools and other school districts. The report uses a reanalysis of existing publicly available data, including published reports of the Connecticut State Department of Education and other state and federal agencies and organizations as well as documents provided by the Hartford and other school districts. The first of four major sections focuses on the social and economic conditions in the City of Hartford. The discussion establishes the context within which the school-age population of Hartford is growing up and the context within which the Hartford Public Schools function. It also describes the student human resources available to the schools. Section 2 details the resources of the schools in terms of a set of standard input and output categories used to examine schools and school districts. It describes the formal institutional resources brought to bear on the challenge of educating the youth of Hartford. Section 3 presents comparisons between the human and institutional resources of Hartford and other Connecticut public school districts. Finally, Section 4 examines condi-

tions in the Hartford schools in light of educational standards established by the State of Connecticut. Contains 14 tables, 102 figures, and 192 references. (JB)

ED 356 291 UD 029 108

Janni, Francis A. J.
Meeting Youth Needs with Community Programs.
ERIC Digest, Number 86.
ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-92-9; ISSN-0889-8049
Pub Date—Dec 92
Contract—R188062013

Note—3p; Digest is based on "Joining Youth Needs and Program Services" (ED 355 306).
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Community Programs, Context Effect, Cultural Awareness, *Disadvantaged Youth, Economically Disadvantaged, Individual Differences, Need Gratification, Needs Assessment, *Program Development, Program Effectiveness, Social Support Groups, Urban Problems, *Urban Youth, Youth Opportunities, *Youth Programs

Identifiers—ERIC Digests, *Multidimensional Approach

Rather than viewing youth as an isolated and alienated subculture, it is more useful to view the needs of youth as largely determined by where and how they live, and to recognize that they differ from one another just as adults do. Professionals and volunteers in community youth programs need to understand how the youth they work with experience the contextual differences of their environments, and how the services they provide can be facilitated or confounded by community differences. Each community's unwritten set of expectations and standards is its "youth charter." The community's charter must empower significant adults in youth's lives to provide needed services and supports. A youth program must take a multidimensional approach in an expanded social network to provide social support to community youth. Moralistic, compensatory, medical, and enlightenment models of helping can all be appropriately applied to given circumstances. An ecological approach to youth services can lead to the more effective use of the individual and network resources already in the community. (SLD)

ED 356 292 UD 029 109

Lynch, Joanne
Chinese Bilingual Math and Science. Community School District 2, Manhattan Transitional Bilingual Education, 1991-92. Final Evaluation Profile. OREA Report.

New York City Board of Education, Brooklyn, NY.
Office of Research, Evaluation, and Assessment.
Pub Date—Feb 93
Contract—T003A10197

Note—17p.
Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education Programs, *Chinese Americans, *Curriculum Evaluation, *Elementary School Students, *English (Second Language), Immigrants, Intermediate Grades, Language Proficiency, Limited English Speaking, *Mathematics Achievement, Reading Achievement, Science Education, Summer Programs, Thinking Skills, Urban Schools

Identifiers—Asian American Students, Language Minorities, New York City Board of Education, *Science Achievement, Transitional Bilingual Education Programs

An evaluation was conducted of the first year of a 3-year program designed in New York City to serve the needs of Chinese-speaking intermediate grade students of limited English proficiency. The focus of the program was on improving their achievement in mathematics and science while also improving students' English language proficiency. The project proposed to provide enriched mathematics and science instruction in Chinese during the

school year and in a 5-week summer institute, with workshops at the school district's Mathematics and Science Resource Center. The program admitted students who had scored at or below the 40th percentile on the Language Assessment Battery. The project enrolled 230 male and 185 female students in grades 4 through 6, of whom 97.8 percent were eligible for free lunches. For the most part, the program carried out the activities proposed in its design. The children were observed to enjoy the resource center activities in particular. The project met its objectives in English language proficiency and improvement of mathematics and higher order thinking skills. Objectives in English-as-a-Second-Language reading were not met. Objectives were met with regard to parent understanding of the children's mathematics and science education, but objectives for parent participation at activities scheduled for them were not met. Recommendations for program improvement in the remaining 2 years of federal funding are suggested. Appendixes describe data collection and analysis and instructional materials. (SLD)

ED 356 293 UD 029 110

Lynch, Joanne
Chinese, Career Education, and Computer Education (Project Three Cs). Community School District 2, Manhattan Transitional Bilingual Education Program, 1991-92. Final Evaluation Profile. OREA Report.

New York City Board of Education, Brooklyn, NY.
Office of Research, Evaluation, and Assessment.
Pub Date—Apr 92
Contract—G008710390

Note—15p.
Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education Programs, *Career Education, *Chinese, Chinese Americans, Computer Literacy, *Computer Science Education, Curriculum Evaluation, English (Second Language), Immigrants, Job Skills, Junior High Schools, *Junior High School Students, *Limited English Speaking, Parent Participation, Staff Development, Urban Schools

Identifiers—Asian American Students, Language Minorities, New York City Board of Education, *Project Three Cs NY, Subject Content Knowledge, Transitional Bilingual Education Programs
Project Three Cs, which admitted 285 students in grades 7 through 9, was designed to meet the needs of recent immigrants (279 of whom were Chinese) of limited English proficiency. The New York City program provides computer-assisted instruction (CCAI) of limited English as a Second Language (ESL), content areas, and career development. The project trained staff in computer techniques for classroom use and provided individualized instruction to students and staff. Parents visited the computer laboratory throughout the year to observe the child's progress and to use the computers themselves. The project carried out the activities in its design. Computer assisted instruction was incorporated into all subject areas, and valuable job skills were also incorporated. Project directors reported that the staff development component of the project was exceptional, and that staff became computer literate as a result of the training offered. The project also met its objectives for parent participation. One limitation was that the project could not serve all the students who wanted to participate. Two appendixes describe data collection and analysis and instructional materials. (SLD)

ED 356 294 UD 029 111

Zhang, Zhen
Asian-American Communications: In-School Staff Workshops, 1991-92. Final Evaluation Report. OREA Report.

New York City Board of Education, Brooklyn, NY.
Office of Research, Evaluation, and Assessment.
Pub Date—7 Jul 92
Note—13p; For earlier reports, see ED 319 850, ED 331 928, and ED 339 766.

Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Acculturation, *Asian Americans,

Asian Studies, *Communications, *Cultural Awareness, Elementary Secondary Education, Immigrants, *Inservice Teacher Education, Parent Participation, Program Evaluation, Racial Relations, *Staff Development, Student Adjustment, Teaching Methods, Urban Schools, *Workshops
Identifiers—*Asian American Students, Language Minorities, New York City Board of Education, Transitional Bilingual Education Programs

The In-School Staff Workshops project run by Asian-American Communications was evaluated in its fourth year. The project provided various workshops for staff on Asian American and Asian cultures, intercultural communications, and strategies for helping Asian American students adjust to their new social and educational environments. The project also undertook other activities, such as translating school letters sent home, crisis intervention, parent workshops, and teaching students about Asian American history and literature. The evaluation consultant observed workshops and interviewed the project director, her assistant, and project consultants. Workshops were provided in 33 schools in New York City during the 1991-92 school year. The project successfully met its objectives for staff development and related student and parent workshops. Of the 421 evaluations by students of workshops conducted for them, the majority ranked the programs as very good. To improve program services, the following steps are recommended: (1) more audiovisual materials; (2) development of handout materials; and (3) limiting the number of participants in workshops on teaching strategies to allow more in-depth discussions. (SLD)

ED 356 295 UD 029 112

Guadalupe, Deana R.
Dropout Reduction through Education, Achievement, and Motivation (Project DREAM). Transitional Bilingual Education, 1991-92. Final Evaluation Profile. OREA Report.

New York City Board of Education, Brooklyn, NY.
Office of Research, Evaluation, and Assessment.
Pub Date—Feb 93
Contract—T003A90063

Note—20p.
Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Cultural Awareness, *Disadvantaged Youth, *Dropout Prevention, English (Second Language), High Schools, *High School Students, Immigrants, Interpersonal Relationship, *Latin Americans, Limited English Speaking, Program Evaluation, School Guidance, Self Concept, *Student Motivation, Urban Youth

Identifiers—Language Minorities, Latinos, New York City Board of Education, *Project DREAM NY, Transitional Bilingual Education Programs
Dropout Reduction through Education, Achievement, and Motivation (Project DREAM) was designed to serve the needs of Latino immigrants who had scored at or below the 40th percentile on the Language Assessment Battery. The design-incorporated plans for group and individual guidance sessions to help students improve their interpersonal skills. It proposed to promote motivation through awarding honors such as "Most Improved Student," or "Student of the Month." Assemblies were to be arranged to promote cultural awareness, and field trips were planned as incentives for academic achievement. In 1991-92, Project DREAM enrolled 492 students in grades 9 through 11 at South Bronx High School in the Bronx (New York City). All participants were considered limited English proficient. The project carried out its planned activities and expanded on them. Individual and group guidance sessions for job placement, parenting, pregnancy services, and other needs were conducted by project staff. Student recognition awards were given out in assemblies, and several cultural awareness events were sponsored. In spite of program efforts, however, parent participation was low. Recommendations were made to increase achievement in English as a Second Language, reading in English, and other content areas. Student self-image should receive increased concern in program planning. Two appendixes discuss data collection and analysis and instructional materials. (SLD)

ED 356 296 UD 029 113

Clark, Andrew

Project Aprendizaje. Transitional Bilingual Education, 1991-92. Final Evaluation Profile. OREA Report.

New York City Board of Education, Brooklyn, NY.
Office of Research, Evaluation, and Assessment.
Pub Date—Feb 93.
Contract—T003A80043

Note—18p.
Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Bilingual Education Programs, Career Counseling, Citizenship Education, *Disadvantaged Youth, *English (Second Language), High Schools, *High School Students, Immigrants, *Latin Americans, *Limited English Speaking, Program Evaluation, Self Esteem, *Spanish, Student Adjustment, Urban Youth
Identifiers—Language Minorities, Latinos, New York City Board of Education, *Project Aprendizaje NY, Transitional Bilingual Education Programs

Project Aprendizaje was designed to ease the transition of Latino immigrant students to life and education in the United States. In 1991-92, the project admitted 153 male and 145 female students of limited English proficiency plus 1 student of unspecified gender in grades 9 through 12 at Seward Park High School in Manhattan (New York City). The project proposed to emphasize citizenship and to foster self-esteem by providing academic support and personal and career counseling. Instruction was given in English as a Second Language and in Spanish Native Language Arts (NLA) at beginning through advanced placement levels. In content area courses, students were to receive sheltered English or bilingual instruction. The project carried out almost all of the activities it had proposed; and it met its objectives in NLA advanced placement, attendance, suspension, and dropout rates. It fully met the English as a Second Language objectives and most of the career objectives. It was not possible to evaluate the objectives for extracurricular activities and attendance at parent-teacher conferences. Recommendations are made to improve program services and to enhance parent participation. Two appendices describe data collection and analysis and instructional materials. (SLD)

ED 356 297 UD 029 114

Rivera, Natasha

Helpful Opportunities for Pupil Enrichment (Project HOPE). Transitional Bilingual Education, 1991-92. Final Evaluation Profile. OREA Report.

New York City Board of Education, Brooklyn, NY.
Office of Research, Evaluation, and Assessment.
Pub Date—7 Jul 92.
Contract—T003A10014

Note—18p.
Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, Career Education, *Chinese, Computer Literacy, Cultural Awareness, *English (Second Language), Family Programs, Hispanic Americans, *Inservice Teacher Education, Junior High Schools, *Junior High School Students, *Limited English Speaking, Mathematics Achievement, Parent Participation, *Spanish Speaking, Urban Youth

Identifiers—Language Minorities, New York City Board of Education, *Project HOPE NY, Science Achievement, *Transitional Bilingual Education Programs

Helpful Opportunities for Pupil Enrichment (Project HOPE) was designed to provide services to Chinese-speaking and Spanish-speaking students of limited English proficiency in grades 6, 7, and 8, as well as their parents and siblings and the instructional staff. In 1991-92, the project enrolled 160 male and 159 female students. The project was to provide students with activities to promote the acquisition of English and the development of mathematics, science, and computer skills. Family activities emphasized second language learning and exposure to facets of U.S. and native cultures, the arts, and literature. A career orientation component was included. Instructional staff were given in-service training. Curriculum guides were prepared in

the native languages of participants. Project HOPE was highly successful and staff collaborated successfully with various city and state agencies to organize program activities and the parent component. Some difficulties were encountered in finding a qualified curriculum developer in Spanish and in publishing a project newsletter. While the project met many objectives with respect to Chinese native language achievement and staff development, others relating to Spanish language and English achievement were not fully met. It was not possible to accurately measure the extent of parent participation. Recommendations for program improvement center on reevaluating objectives and expanding out-of-class services aimed at English proficiency. Appendixes discuss data collection and analysis and instructional materials. (SLD)

ED 356 298 UD 029 115

Brooks, Roy L.

Rethinking the American Race Problem.

Report No.—ISBN-0-520-07878-0

Pub Date—92

Note—279p.

Available from—University of California Press, Ltd., 2223 Fulton Street, Berkeley, CA 94720 (cloth—ISBN-0-520-06886-6; paperback—ISBN-0-520-07878-0).

Pub Type—Books (010) — Opinion Papers (120) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Black Education, Civil Rights, *Economically Disadvantaged, Equal Education, Race, Racial Bias, *Racial Differences, Racial Discrimination, Racial Relations, School Desegregation, Self Esteem, Self Help Programs, *Social Class, Social Problems, *Socioeconomic Status, Whites

Identifiers—*African Americans

Whereas political inequality was once seen as the key element of the American race problem, today the problem can be seen in terms of social and economic disparities. Three general socioeconomic classes have emerged in the United States, a middle class, a working class, and a poverty-stricken class. The status of African Americans can no longer be defined solely in racial terms, as considerations of race and class now merge. It is asserted that one can no longer talk meaningfully about the problems of African Americans without taking class into account. A prescription is then presented for solving the problem that is sensitive to both race and class. The more general message is that a new form of self-help, and particularly, the teaching of racial survival skills and self-help to youth, offers the best hope for improving socioeconomic conditions among African Americans, whether these conditions result from racial subordination or class subordination. In either case, issues of education, racial integration, school desegregation, and the self-esteem of youth must be addressed. African Americans must stop waiting for the government to rescue them, because the simple fact is that the government will not fulfill its civil rights promises. A preface examines race issues in light of the Clarence Thomas Supreme Court nomination. (Contains 302 references.) (SLD)

ED 356 299 UD 029 117

Lindgren, Merri V., Ed.

The Multicolored Mirror: Cultural Substance in Literature for Children and Young Adults.

Cooperative Children's Book Center, Madison, Wis.

Report No.—ISBN-0-917846-05-2

Pub Date—91

Note—206p.; Based on presentations from the Cooperative Children's Book Center Conference (8th, Madison, WI, April 5-6, 1991).
Available from—Highsmith Press, W5527 Highway 106, P.O. Box 800, Fort Atkinson, WI 53538-0800.

Pub Type—Books (010) — Collected Works - General (020) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Adolescents, American Indians, Asian Americans, Bibliographies, *Black Youth, *Books, Children, *Childrens Literature, *Cultural Awareness, Cultural Differences, Hispanic Americans, Literature Reviews, *Multicultural Education, Reading Materials, Self Esteem, *Young Adults

Identifiers—*African Americans

This book expands on presentations made at a conference to provide a resource for teachers, librarians, educators, and others with an interest in cultural substance in literature. "Multicultural" is used to refer to people of color, including African Americans, American Indians, Asian Americans, and Hispanics. The following selections are included: (1) "Looking into the Mirror: Considerations behind the Reflections" (K. T. Horning and G. M. Kruse); (2) "The Development of Self-Esteem in Children of Color" (V. M. Henderson); (3) "Evaluating Books by and about African-Americans" (R. S. Bishop); (4) "Transcending the Form" (T. Feelings); (5) "Going around the Block" (G. Ancona); (6) "Publisher's Perspective" (P. Yeh, W. Hudson, and C. Hudson); (7) "Authentic Multicultural Literature for Children: An Author's Perspective" (E. F. Howard); (8) "1492-1992 from an American Indian Perspective" (D. Seale); (9) "Cultural Substance: A Writer's Gift to Readers" (W. D. Myers); (10) "One Hundred and One Recommended Books by and about People of Color Published in the Early 1990s" (K. T. Horning and G. M. Kruse); (11) "Commentaries on Cultural Authenticity and Accuracy in Multicultural Children's and Young Adult Books"; and (12) "Children's Multicultural Literature Resources." Two appendices describe the Multicolored Mirror Institute for Writers and Artists and list the planning committee members. (SLD)

ians, educators, and others with an interest in cultural substance in literature. "Multicultural" is used to refer to people of color, including African Americans, American Indians, Asian Americans, and Hispanics. The following selections are included: (1) "Looking into the Mirror: Considerations behind the Reflections" (K. T. Horning and G. M. Kruse); (2) "The Development of Self-Esteem in Children of Color" (V. M. Henderson); (3) "Evaluating Books by and about African-Americans" (R. S. Bishop); (4) "Transcending the Form" (T. Feelings); (5) "Going around the Block" (G. Ancona); (6) "Publisher's Perspective" (P. Yeh, W. Hudson, and C. Hudson); (7) "Authentic Multicultural Literature for Children: An Author's Perspective" (E. F. Howard); (8) "1492-1992 from an American Indian Perspective" (D. Seale); (9) "Cultural Substance: A Writer's Gift to Readers" (W. D. Myers); (10) "One Hundred and One Recommended Books by and about People of Color Published in the Early 1990s" (K. T. Horning and G. M. Kruse); (11) "Commentaries on Cultural Authenticity and Accuracy in Multicultural Children's and Young Adult Books"; and (12) "Children's Multicultural Literature Resources." Two appendices describe the Multicolored Mirror Institute for Writers and Artists and list the planning committee members. (SLD)

ED 356 300 UD 029 118

Masters, Billie Nave

Clans of the Street: Tribalism and Urban Street Gangs.

Pub Date—[91]

Note—8p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Disadvantaged Youth, Educational Change, Etiology, *Group Membership, *Juvenile Gangs, Need Gratification, School Restructuring, Self Concept, *Social Support Groups, Social Values, *Tribes, *Urban Culture, Urban Problems, Urban Youth, Youth Problems
Identifiers—*Clans, Tribal Citizenship

The clan principle, the informal determination of human groups by totem characteristics, commonly accepted standards for self-definition, valued knowledge, and regulation of behavior, is a reality for American Indian and Native Alaskan cultures and for the mainstream urban, suburban, and industrial society as well. The tendency to group individuals by consensus on their mode of social operation and choice of presentation is a fact of contemporary social organization. Historically, street gang behavior has been regarded as a response to conditions in the larger culture that force disadvantaged groups into gang-related activity. In fact, it may be more appropriate to see gangs as representative of an innate desire to band together toward the attainment of mutual goals. The work of Peter Marsh is explored for the insights it offers into the tribal bonding of young people. Through educational restructuring with an interdisciplinary view, a way to harness the social energy of youth may be found that addresses the need to belong to a group and to be a valued member. (SLD)

ED 356 301 UD 029 121

Manna, Anthony L., Ed. Brodie, Carolyn S., Ed.

Many Faces, Many Voices: Multicultural Literary Experiences for Youth. The Virginia Hamilton Conference (Kent, Ohio).

Report No.—ISBN-0-917846-12-5

Pub Date—92

Note—204p.

Available from—Highsmith Press, W5527 Highway 106, P.O. Box 800, Fort Atkinson, WI 53538-0800 (\$29).

Pub Type—Collected Works - Proceedings (021) — Books (010)

Document Not Available from EDRS.

Descriptors—Adolescents, Black Literature, Black Youth, Books, *Childrens Literature, Cultural Pluralism, Elementary Secondary Education, Fiction, Hispanic American Literature, Hispanic Americans, Jews, Minority Groups, *Multicultural Education, Poetry, Primary Education, *Reading Materials, *Young Adults
Identifiers—Appalachia, Folktales, *Multicultural Materials

This volume contains keynote and workshop presentations from several Virginia Hamilton Conferences on multicultural literature for children and young people. The papers and speeches are as follows: (1) "A Toiler, A Teller" (Virginia Hamilton); (2) "The Next America" (Arnold Adoff); (3) "The

Magic of Imagining: Transaction with Young Adult Fiction and Poetry" (Arlene Harris Mitchell); (4) "A Conversation with Patricia and Fredrick McKisack" (Anthony L. Manna and Carolyn S. Brodie); (5) "Making the Journey" (Sheila Hamanaka); (6) "A Journey Toward a Common Ground: The Struggle and Identity of Hispanics in the U.S.A." (Nicholas Mohr); (7) "The Mythic Dimensions of Appalachia" (Gary D. Schmidt); (8) "Literature in the Pediatric Setting: The Use of Books To Help Meet the Emotional and Cognitive Needs of Chronically Ill Children" (Marcella F. Anderson); (9) "Jewish American Experiences in Children's Books" (Esther Cohen Hexter); (10) "Deep Like the Rivers" (Ashley Bryan); (11) "Word Magic" (Barbara Juster Esbensen); and (12) "The African American Folklore in the Primary Classroom" (Darwin L. Henderson). Appendices include a selected listing of multicultural trade books for children and young adults, sources of multicultural materials, and a description of the Virginia Hamilton manuscript collection. (JB)

ED 356 302 UD 029 122

Evans, Thomas W.

Mentors: Making a Difference in Our Public Schools.

Report No.—ISBN-1-56079-152-7

Pub Date—1 Oct 92

Note—255p.

Available from—Peterson's, Department MD9302, 202 Carnegie Center, P.O. Box 2123, Princeton, NJ 08543-2123 (\$18.95).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Community Action, *Disadvantaged Youth, Educational Change, Elementary Secondary Education, *High Risk Students, *Mentors, Minority Groups, Program Descriptions, *Public Schools, School Business Relationship, School Community Relationship, *Urban Schools, Voluntary Agencies, *Youth Programs

Identifiers—Adopt a School, Celebrities, Protege Mentor Relationship, Reform Efforts

This book describes the success of mentor programs and of individuals such as Hillary Clinton, Barbara Bush, Bill Cosby, and Arnold Schwarzenegger among many others, who have worked as mentors in public schools. The first section describes the work of Eugene Lang and his "I Have a Dream" program. The second section notes the progress of the "adopt-a-school" program. A chapter on starting your own organization describes the achievements of 11 individuals. A section on the work of celebrity mentors and a study titled "Mentors or Merchants?" is followed by a chapter detailing the work of six persons who started their own schools. A section on reform examines the reform initiatives of two authors and an effective statewide organization that has seen its reform activism affect state legislation. A chapter on city-based work describes the Boston (Massachusetts) Compact and the Rochester (New York) experiment. The next chapter examines the work of reformers at the state level in Texas, Kentucky, and South Carolina. "Is Money the Answer?" presents examples of effective and ineffective spending. Another chapter describes the mentorship program that was started to expose at-risk kids to the law as a profession. A final chapter summarizes the book's lessons and discusses how individuals can make a difference. Appendices contain resources for assistance, a bibliography, additional information on mentors mentioned in the book, and the National Education Goals and Objectives. (JB)

ED 356 303 UD 029 126

Snow, Catherine E. And Others

Unfulfilled Expectations: Home and School Influences on Literacy.

Report No.—ISBN-0-674-92110-0

Pub Date—91

Note—257p.

Available from—Harvard University Press, Publicity Department, 79 Garden Street, Cambridge, MA 02138-9983 (\$29.95).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Children, *Disadvantaged Youth, *Economically Disadvantaged, Elementary Education, *Elementary School Students, *Family Influence, Family Role,

Family School Relationship, *Literacy, Low Income Groups, Parent Participation, Reading Comprehension, *School Role, Teacher Influence, Urban Schools

Identifiers—United States (Northeast)

This book presents a study of the ways in which home and school experiences affect the literacy achievement of a group of elementary school children from low-income families. Chapter 1 describes how the study differs from other literacy research. Chapter 2 describes the community where the research took place, some of the families studied, and the schools their children attended. Chapter 3 describes the data collection methods, the demographics of the subject sample, and the structure of quantitative analysis. Chapter 4 assesses the "family as educator" model for home influences. Chapter 5 assesses the resilient family model that was found to be related to children's writing. Chapter 6 presents the "parent-school partnership model" and reports on the many ways in which schools and families make contact with each other and how these contacts affect children's achievement. Chapter 7 focuses on reading comprehension, home and school determinants of reading comprehension status, and the relative importance of home versus school factors in predicting gains in reading comprehension. Chapter 8 summarizes the major findings and conclusions. Chapter 9 follows up on many of the children in the study 4 years later. Appendixes containing additional data and study instruments, acknowledgements, and 188 references are included. (JB)

ED 356 304 UD 029 128

Means, Barbara, Ed. And Others

Teaching Advanced Skills to At-Risk Students.

Views from Research and Practice. Jossey-Bass Education Series.

SRI International, Menlo Park, Calif.

Report No.—ISBN-1-55542-393-0

Pub Date—91

Note—314p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 (\$26.95).

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Compensatory Education, Curriculum Design, *Disadvantaged Youth, Educationally Disadvantaged, Elementary Secondary Education, *High Risk Students, Literacy, Mathematics Instruction, Models, Reading Instruction, *Remedial Instruction, *Teaching Methods, Writing Instruction

Identifiers—Advanced Mathematics, Cognitive Modeling, *Instructional Models

This book presents six instructional models for teaching at-risk students. Each chapter is followed by a commentary section by an educational expert. Chapter 1 contrasts compensatory education as it is today with the kind of curriculum and instruction that would emerge based on the principles espoused in later chapters. Chapter 2 describes an experimental arithmetic curriculum that draws the child's informal knowledge about numbers and mathematics concepts into the classroom and treats educationally disadvantaged children as mathematical reasoners. Chapter 3 presents Cognitively Guided Instruction, another elementary school mathematics program that increases students' mathematics reasoning by increasing teachers' understanding of the way children think about mathematics. Chapter 4 covers reciprocal teaching, an approach to fostering strategies of reading comprehension. Chapter 5 examines how to teach the advanced skills of writing using a model for engaging at-risk students in "epistemic" writing. Chapter 6 describes two programs aimed at instilling the comprehension and composition skills of critical literacy, arguing for a fundamental change in the school as a whole. Chapter 7 examines a cognitive apprenticeship for disadvantaged students, drawing on the experiences of two schools. Chapter 8 focuses on issues surrounding the implementation of these instructional models. Each chapter provides references. (JB)

ED 356 305 UD 029 131

Bartholomew, Cheryl G. Schnorr, Donna L.

Gender Equity: Educational Problems and Possibilities for Female Students.

Pub Date—[91]

Note—17p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affirmative Action, Educational Discrimination, Educational Opportunities, Elementary Secondary Education, *Equal Education, *Females, Guidelines, Higher Education, Income, Labor Force Development, *Nondiscriminatory Education, Salary Wage Differentials, Sex Discrimination, *Sex Fairness, Sex Role, *Sociocultural Patterns

Although most women are now working outside the home, gender equity in the labor force has not been achieved. Women are still concentrated in low-paying, traditionally female-dominated occupations (such as clerical and retail sales), while most jobs in the higher paying, more prestigious professions are held by men. Despite attempts to reduce discrimination in the workforce, the occupational structure seems unlikely to undergo any substantial change. The continued segregation and underutilization of women in the workforce can have serious consequences in terms of women's psychological and physical well-being; it also has direct economic and income-related implications for women. A large wage gap between men and women still exists, and female-headed households are among the poorest in the country. Cultural expectations and gender-role stereotypes, self-esteem and self-confidence, family and life planning, parental influence and fear of success, and problems and solutions are considered. It is the responsibility of teachers, parents, counselors, and school administrators to address gender stereotypes and occupational inequities that negatively influence female students. The following are possible strategies for providing an equitable, gender-fair education to all females: (1) mentor programs; (2) non-traditional role models; (3) curriculum revision; (4) curriculum innovation; (5) teacher/counselor training; (6) parental-male peer awareness; and (7) mathematics and science emphasis. (RLC)

ED 356 306 UD 029 132

Stevens, Floraine I. Grymes, John

Opportunity To Learn: Issues of Equity for Poor and Minority Students.

National Center for Education Statistics (ED),

Washington, DC.

Report No.—NCES-93-232

Pub Date—Jan 93

Note—69p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Data Analysis, Disadvantaged Youth, *Economically Disadvantaged, *Educationally Disadvantaged, Elementary Secondary Education, *Equal Education, High Risk Students, Mail Surveys, *Minority Group Children, Outcomes of Education, Poverty, Public Schools, *School Districts, School Personnel, School Statistics, Urban Schools

Identifiers—*Educational Information, *Opportunity to Learn

This study evaluated how public school districts collect, disaggregate, and analyze student outcome data. A survey was mailed to research directors and test directors responsible for assessments in 142 public school districts to determine if the districts have the capacity to analyze opportunity to learn (OTL) data, what their interest level is in the data, and what obstacles they face in collecting and analyzing OTL data. At least 20 percent of the respondents received follow-up telephone interviews. District size, urbanicity, and geographic area were analyzed using open-ended responses. Ninety-one (64 percent) of the school districts responded. Respondents ranged from program evaluators to assistant superintendents; 56 percent were directors and managers of research and evaluation, and 61 percent came from urban public school districts. Results show that OTL is virtually an unknown concept in the United States. Students' differences in academic achievement are not being related to an analysis of OTL. Most districts limit test data disaggregation to race/ethnicity. Lack of OTL information hampers teachers' abilities to improve their teaching practices. Policy recommendations include: (1) raise the awareness and knowledge levels of all parties responsible for educating students; and (2) train public school district personnel to use OTL information, encourage OTL data collection, and do more research on the quality of instructional delivery. Fourteen data tables, the OTL Questionnaire, "Opportunity To Learn: The Need for a Comprehensive Definition for Substantive Data Analysis" (Floraine I. Stevens), and the OTL Survey Follow-Up Interview Protocol are included. (Contains

49 references.) (RLC)

ED 356 307 UD 029 136

Warren, Beth Rosebery, Ann S.

Equity in the Future Tense: Redefining Relationships among Teachers, Students, and Science in Linguistic Minority Classrooms. Working Paper 1-93.

National Center for Research in Mathematical Sciences Education, Madison, WI; National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA; TERC Communications, Cambridge, MA.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 93

Contract—MDR-9153961; R117G10022

Note—39p.

Available from—TERC Communications, 2067

Massachusetts Avenue, Cambridge, MA 02140.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, *Classroom Techniques, Disadvantaged Youth, Educational Environment, Educationally Disadvantaged, Elementary Secondary Education, *English (Second Language), Equal Education, Literacy, *Minority Group Children, Multicultural Education, *Science Instruction, Social Influences, Teacher Role, *Teacher Student Relationship, Teaching Methods

Identifiers—*Language Minorities, Science Writing

This paper discusses teaching science to language minority students and describes work with linguistic minority children and their teachers. A key goal of this work is to create scientific sense-making communities in the classroom that parallel science as it is practiced in the world. Following a critique of current practice in science education, the paper explores what conditions are necessary to create classroom communities of scientific sense-making. This is followed by a look at a new approach to teacher development based on the belief that the teacher, whether bilingual, English-as-A-Second-Language, or science specialist, is critical to creating communities of scientific sense-making. Also discussed is the role of discourse appropriation in teacher development, with an example of teachers and students reviewing a homework assignment on acids and bases. A case study of one teacher's experience of learning science in order to teach science illustrates the nature and complexity of the learning process that undergirds the creation of classroom communities. A conclusion brings the issues together and emphasizes that in their reflective practice, teachers can construct a view of science as a socially constituted, meaning-making activity that includes rather than excludes linguistic minority children. (Contains 62 references.) (JB)

ED 356 308 UD 029 137

Miller, R. Baxter

Rewarding Diversity: An African American Inquiry.

Pub Date—1 Mar 93

Note—13p.; Paper presented at the Conference of Southern Graduate Schools (Jackson, MS, March 1, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional), Black Influences, *Black Students, Black Teachers, College Faculty, *College Instruction, College Students, Cultural Pluralism, Graduate Study, Higher Education, *Intellectual Disciplines, *Multicultural Education, *Scholarship, Teacher Role, Teacher Student Relationship, Universities

Identifiers—*Academic Community, Academic Discourse, African Americans, Diversity (Student)

This paper offers a reflection on multiculturalism, particularly within southern U.S. universities. An opening section reviews the types of confusion and difficulty encountered in trying to define multiculturalism and its place in higher education. The argument goes on to suggest looking for cultural diversity that merits reward and thereby fosters multiculturalism. This section includes a discussion of the difficulties of distinguishing quality scholarship from hype. Several examples from a graduate seminar at Tennessee University are offered to illustrate some of the issues and difficulties of genuine multicultural instruction, on the premise that qual-

ity inquiry is a powerful experience for students. In addition, this section suggests that the best approach will be grounded in traditional disciplines and focus on a specific text. Most crucial to the inquiry is to center on the process of awareness over the presentation of factual knowledge. The most difficult task for department heads and deans is to look constantly for ways to reward students and professors who achieve a breakthrough in critical thinking. The paper closes by emphasizing the special role that southern scholarship plays in encouraging true intellectual diversity. Includes six notes. (JB)

ED 356 309 UD 029 144

Toward a Vision for the Education of Latino Students: Community Voices, Student Voices. Interim Report of the Latino Commission on Educational Reform.

Columbia Univ., New York, N.Y. Inst. for Urban

and Minority Education.

Report No.—ISSN-1063-7214

Pub Date—Nov 92

Note—6p.

Available from—Institute for Urban and Minority Education, Columbia University, Teachers College, Box 75, New York, NY 10027.

Journal Cit—IUME Briefs; n4 Nov 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Advisory Committees, *Demography, Dropout Rate, *Educational Change, Educationally Disadvantaged, Educational Research, Enrollment, High Schools, *High School Students, Interviews, *Latin Americans, Minority Group Children, Public Schools, Student Attitudes, *Urban Schools

Identifiers—Hispanic American Achievement, Hispanic American Education, Hispanic American Students, *Latinos, *New York City Board of Education, Student Surveys

This brief, based on a presentation by New York City Board of Education member Dr. Luis Reyes, describes the work and findings of the Latino Commission on Educational Reform, a special commission of the Board. In an effort to gather information for 1990-91 on Latino students in New York City schools, the Commission found that: Latino students account for different proportions of enrollment in each of the system's five boroughs; Latinos are segregated in schools whose students come from minority and low socioeconomic backgrounds; Latino students are likely to attend underachieving schools; 1 in 4 Latino ninth-graders did not complete high school 4 years later as of June 1991, showing a dropout rate that was 40 percent higher for Latinos than for all students; and by the time they arrive at high school the academic achievement of Latino students is already behind others. The greater part of this report consists of the recommendations of the five Committees of the Commission, which focused respectively on research and analysis of the Latino dropout crisis; curriculum and instruction; counseling and support services; parent and community empowerment; and factors affecting Latino students' achievement. A list of Commission members is included. (JB)

ED 356 310 UD 029 179

Suiman, Francis X. Guzman, Ana

Teaching and Learning Science with Understanding to Limited English Proficient Students: Excellence through Reform.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Pub Date—Dec 92

Contract—R188062013

Note—159p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, Bilingual Education, *Curriculum Development, Educational Change, *Educational Improvement, Educational Practices, Elementary Secondary Education, English, *Learning Strategies, *Limited English Speaking, Public Schools, *Science Instruction, Second Language Instruction, *Teaching Methods

Identifiers—Language Minorities, Reform Efforts, Science Achievement

This paper, which considers effective science teaching and learning for limited English proficient (LEP) students in U.S. schools, is based on the as-

sumption that science and English language can be effectively learned together without excessive emphasis on students' native language, although teachers and aides who have knowledge of LEP students' first language can enhance instruction through its judicious use. Science and language instructional goals for LEP minorities; pedagogical practices that either enhance or inhibit the attainment of these goals of enhanced learning; publications that support the proposed pedagogical practices; and science/curriculum and instruction for LEP students, are all discussed or provided. Central to the pedagogy described in this monograph is the use of related or thematic lessons in which sciences serves as the driving force through the materials integrate both science and language (English). Each related lesson series is referred to as an IALS or integrated activity (ased) learning sequence; an IALS for the elementary grades, called "How Do Living Things Behave?" is described in full. Ways in which the IALS integrates the best pedagogical practices to greatly enhance science and basic skills learning among LEP students; the nature of science driven instruction for LEP students; and conditions to support reform in science driven instruction for these students are also described. Two appendices are included. Appendix A provides an example of another IALS, this one designed for the upper grades. Appendix B provides 157 annotated references for science teachers, educators, policymakers, and others for improving science instruction for LEP students. (RLC)

ED 356 311 UD 029 187

Parenting: The Underdeveloped Skill.

National PTA, Chicago, Ill.

Spons Agency—March of Dimes Birth Defects

Foundation, Washington, D.C.

Pub Date—90

Note—64p.; For a related document, see UD 029 188. Most pages in original document are made of plastic.

Available from—National PTA, Publication Orders, 700 North Rush Street, Chicago, IL 60611-2571.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acquired Immune Deficiency Syndrome, Adolescents, Career Planning, Child Development, Children, Discipline, Elementary Secondary Education, *Pamphlets, Parent Education, Parenting Skills, Parent Materials, *Parent Participation, Parent Teacher Conferences, Racial Discrimination, Sex Education, Substance Abuse

Identifiers—Parent Teacher Association

This parent education curriculum contains a variety of materials designed to help local Parent Teacher Associations (PTAs) hold meetings for parents on child rearing. The materials help organizers plan meetings on topics such as dating, drugs, and careers. The unit contains a leader's guide, which contains a description of how to plan meetings, how to get an audience, and how to be a good meeting leader. Also included are 18 meeting cards which focus on topics of interest to parents and give facts about that topic, ideas for carrying out a meeting on the topic, tips for how parents can help their preteens or teens, and resources and meeting strategies. Topics include the following: (1) nutrition and fitness; (2) physical and emotional development; (3) decision making; (4) drugs, alcohol and smoking; and (5) choosing positive career and life goals. The Kit also contains quizzes, meeting handouts for reproduction, a calendar planner and meeting checklist, and a list of seven publications and an order form. (JB)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor _____	Microcomputers	
Title _____	Public Education and Electronic Technologies.	
	ED 226 725 _____	Accession Number
Identifier _____	National Assessment of Educational Progress	
Title _____	Reading, Science, and Mathematics Trends. A Closer Look.	
	ED 227 159 _____	Accession Number

Ability

Extending the Sato Caution Index To Define the Within and Beyond Ability Caution Indexes.
ED 356 249

Ability Identification

The Gifted-Visually Handicapped Child: A Review of Literature.
ED 355 698

To Be Young and Gifted.
ED 355 703//

Abstracts

Resources in Education (RIE). Volume 28, Number 8.
ED 355 331

Academic Ability

Toward a Sensible Education: Inquiring into the Role of the Visual Arts in Early Childhood Education.
ED 356 080

Academic Achievement

American River College Beacon Project: Student Catalyst Program - Peer Assisted Learning. First Semester Summary Report.
ED 355 995

Asian American Education and the National Education Goals.
ED 355 784

Chapter 1/Chapter 1 Migrant. Evaluation Findings 1991-92.
ED 356 109

College Success Course, Fall 1988. Research Note.
ED 356 004

Dropout Reduction through Education, Achievement, and Motivation (Project DREAM). Transitional Bilingual Education, 1991-92. Final Evaluation Profile. OREA Report.
ED 356 295

Educational Responses to Issues of Self-Esteem and Trust in Homeless Students.
ED 356 084

The Effect of Teaching Nonverbal Communication on Academic Achievement in Written Expression.
ED 355 605

The Effects of Retention in Elementary School on Subsequent Academic Performance.
ED 356 045

Effects of Two Practice Strategies on Two Types of Recall. A Research Report.
ED 355 910

Efficiency vs. Effectiveness: Can W. Edwards Deming's Principles of Quality Management Be Applied Successfully to American Education.
ED 356 308

Improving the Academic Achievement of Third and Fourth Grade Underachievers as a Result of Improved Self-Esteem.
ED 356 071

Increasing Participation and Success of Minorities and Women at Dona Ana Branch Community College. Submitted to [the] New Mexico Commission on Higher Education.
ED 356 025

Information for National Performance Goals for Education: A Workbook.
ED 356 236

The Journal of the Society for Accelerative Learning and Teaching, 1992.
ED 355 806

The Link. A Newsletter on Advancing the Academic Competencies for General and Vocational Students, 1991.
ED 355 458

The National Education Goals: Implications for African Americans and Other Minorities.
ED 355 783

Report Card 1992: The State of School Systems in North Carolina.
ED 356 262

Student Academic Achievement: Report to the Provost.
ED 356 006

Student Achievement Standards and Testing. Testimony before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives.
ED 356 266

Academic Advising

Continuing Students' Responses to Academic Advising Following Implementation of an Advisor Caseload Assignment System at the Community College of Allegheny County, Homewood-Brushton Branch.
ED 355 982

Managing Enrollment for Student Satisfaction: An Integrated Admissions and Counseling Process.
ED 355 983

Academic Aptitude

Students' Meaningful Learning Orientation and Their Meaningful Understandings of Meiosis and Genetics.
ED 356 140

Academic Community

Rewarding Diversity: An African American Inquiry.
ED 356 308

Academic Deans

A National Study of Community College Chief Academic Officers' Perceived Commitment to Instructional Effectiveness.
ED 355 991

Academic Discourse

An Annotated Bibliography on the Rhetoric of Inquiry.
ED 355 579

Academic Discourse Communities

An Annotated Bibliography on the Rhetoric of Inquiry.
ED 355 579

The Evolution of Rhetorical Criticism.
ED 355 609

Academic Education

Integrating Academic and Vocational Education: Guidelines for Secondary School Principals.
ED 355 424

The Link. A Newsletter on Advancing the Academic Competencies for General and Vocational Students, 1991.
ED 355 458

Academic Libraries

Academic Libraries in the Service of Faculty Development: A Collection of Essays Commissioned by the Colorado Academic Library Committee.
ED 355 942

Academic Libraries: 1990. E.D. TABS.
ED 355 943

Texas Academic Library Statistics, 1991.
ED 355 971

Academic Persistence

College Success Course, Fall 1988. Research Note.
ED 356 004

The Development of Study Processes in Distance Learning Students.
ED 355 402

Participation in Assessment and Orientation and Persistence from Fall 1991 to Spring 1992 at Golden West College.
ED 356 020

Strategies for Retaining Minority Students in Higher Education.
ED 355 881//

Academic Standards

Information for National Performance Goals for Education: A Workbook.
ED 356 236

Information for National Standards for Education: What They Might Look Like. A Workbook.
ED 356 240

Student Achievement Standards and Testing. Testimony before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives.

ED 356 266

Acceleration (Education)

The Journal of the Society for Accelerative Learning and Teaching, 1992.

ED 355 806

ACCESS PENNSYLVANIA

ACCESS PENNSYLVANIA Curriculum Guide.

ED 355 963

Access to Education

Access to Higher Education for Learning Disabled Students.

ED 355 750

Access to Higher Education in Europe: Problems and Perspectives.

ED 355 867

Appalachian Access and Success: A Research Project of the Ohio Board of Regents and a Consortium of Two- and Four-Year Colleges and Universities in Appalachian Ohio.

ED 356 123

The Education of Hispanic Americans.

ED 355 782

Ensuring Access and Quality in Open Learning Programmes: Communication and Study Skills Training for ESL-Medium Higher Education.

ED 355 770

Investment in Human Capital. Schooling Supply Constraints in Rural Ghana.

ED 356 118

Making Good on Our Promises...Moving beyond Rhetoric to Action. A Report.

ED 355 996

The Philosophy and Role of Teleconferencing in Distance Education.

ED 355 925

Recent Research on Distance Education in Norway.

ED 355 926

Sex Equity, Single Parent, Displaced Homemaker, Single Pregnant Women Programs: Guidebook for Equity Accountability System.

ED 356 012

Access to Information

The Maryland State Library Network: Who We Are, What We Do, How We Do It, and for Whom. A Portrait of the Network.

ED 355 966

Reading the Legal World: Literacy and Justice in Canada. Report of the Canadian Bar Association Task Force on Legal Literacy = Lire les lois: Justice et alphabétisation au Canada. Rapport du Groupe de travail de l'Association du Barreau canadien sur l'alphabétisation.

ED 355 345

Toward the Year 2000: A Strategic Plan for the Maryland State Library Network.

ED 355 968

Accessibility (for Disabled)

Handicap Accessibility: A Self-Evaluation Guidebook for ACTION and Its Grantees. Handbook 240.

ED 355 699

Provision of Services to Traditionally Underserved Persons Who Are Deaf.

ED 355 736

Study on the Financing of Assistive Technology Devices and Services for Individuals with Disabilities. A Report to the President and the Congress of the United States.

ED 355 696

Accountability

Considerations for National Examinations: A Policy Issue Perspective.

ED 356 238

Correctional Programs, Education Year End Report, 1991/92. National Report = Programmes correctionnels, Rapport annuel sur l'Education, 1991/92. Rapport national.

ED 355 441

Institutional Effectiveness Plan of Tampa College.

ED 355 851

Pueblo Community College. Accountability Progress Report, Academic Year 1990-1991.

ED 356 014

Accuracy

Directions for Scoring Typing Tests Taken Either on a Typewriter or a Computer.

ED 356 269

Achievement Gains

Improving the Academic Achievement of Third and Fourth Grade Underachievers as a Result of Improved Self-Esteem.

ED 356 071

Achievement Tests

The Effectiveness of Test Preparation Seminars on Performance on Standardized Achievement Tests.

ED 356 233

Information for National Performance Goals for Education: A Workbook.

ED 356 236

What Americans Should Know: Information Needs for Setting Education Goals. A Policy Information Proposal.

ED 356 239

Acquired Immune Deficiency Syndrome

AIDS: An Inter-Disciplinary Secondary Curriculum Supplement.

ED 356 188

Assessing HIV Related Training Needs of Health Care Providers.

ED 355 381

ACTFL Proficiency Guidelines

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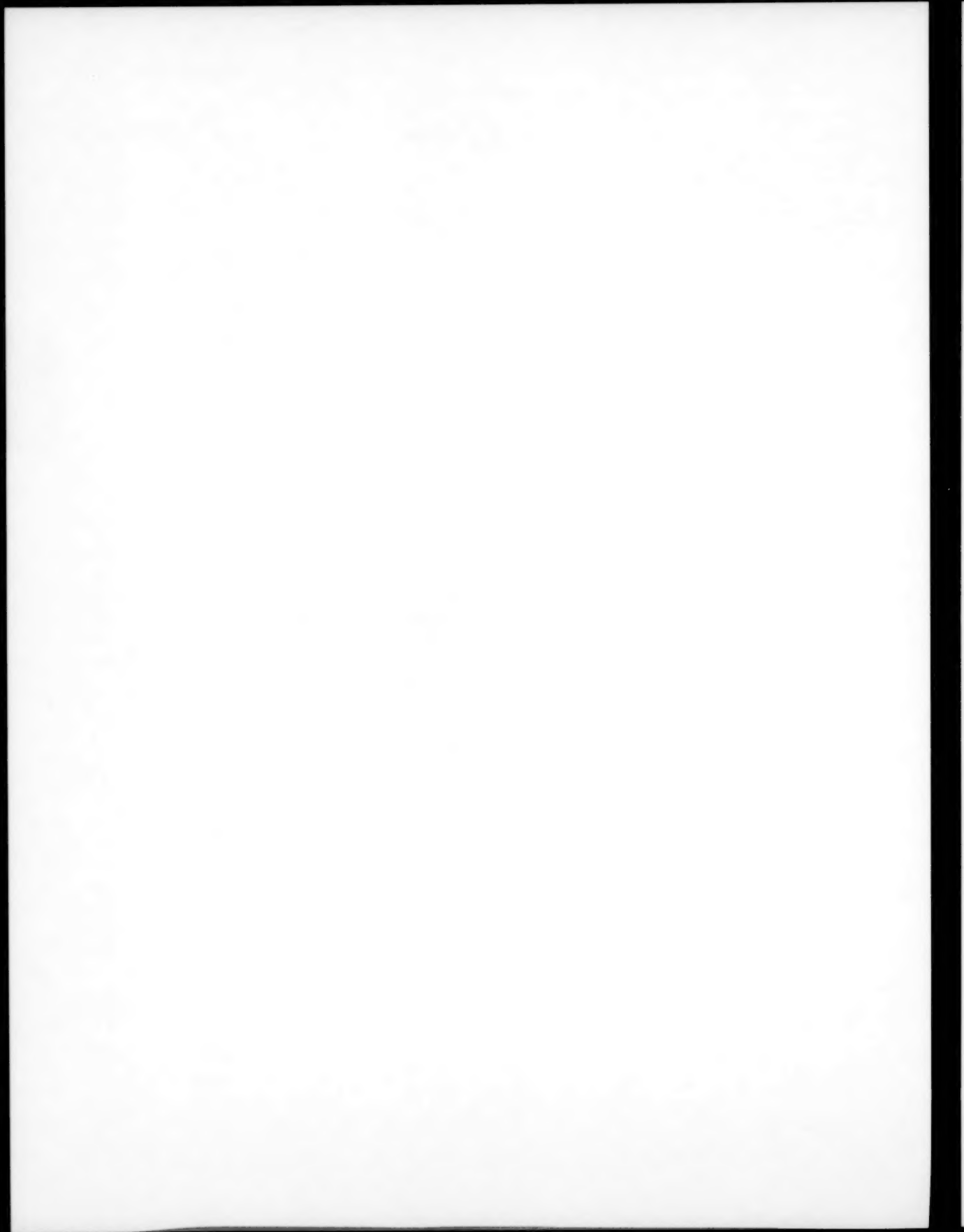
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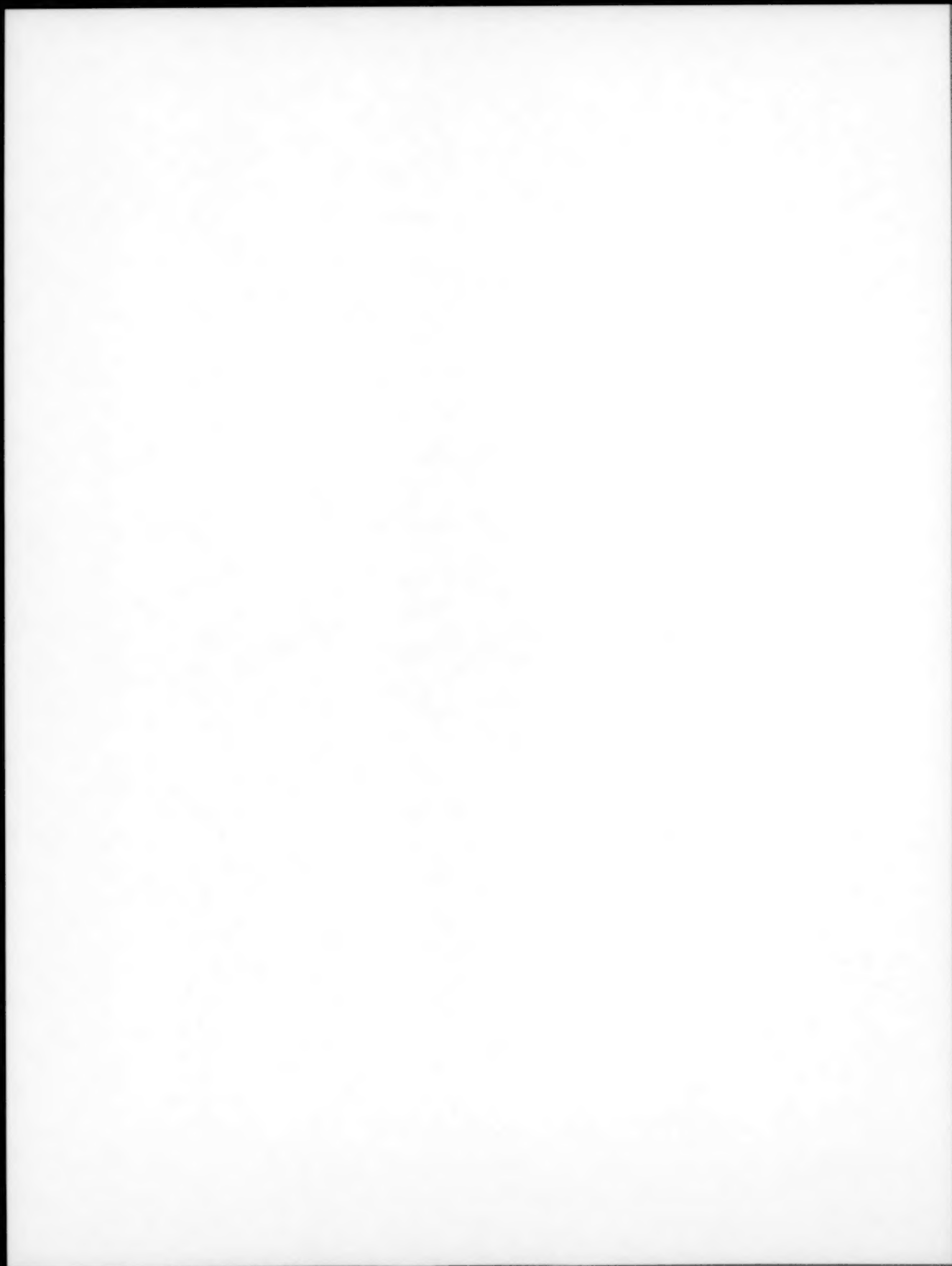
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- (040) Dissertations/Theses - Undetermined**
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- Improving Critical Thinking Skills of English Students at Marlboro High School through Literature and Composition Instruction. ED 355 529
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- (041) Dissertations/Theses - Doctoral Dissertations**
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- A Study of the Attitudes of Academic Administrators of Public Two- and Four-Year Institutions of Higher Education in Oklahoma toward Community College Education. ED 355 976//
- (042) Dissertations/Theses - Masters Theses**
- American Railroads-An Annotated Guide to Reference Sources. ED 355 954
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- An Exploratory Study of Cathedral Music Libraries. ED 355 957
- The Formation and Early Development of the University of Akron Archives, 1965-1973. ED 355 958
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- Qualifications Sought by Employers of Health Sciences Librarians, 1991. ED 355 951
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- The Use of Reference Tools and Skills by Bookstore Employees. ED 355 952
- Using Graphic Organizers in Content Area Subjects. ED 355 483
- Utilization of CD-ROM Reference Products by Reference Librarians in Public Libraries in Arizona, Colorado, New Mexico, and Utah. ED 355 953
- (043) Dissertations/Theses - Practicum Papers**
- Albinism: Improving Teacher and Caregiver Strategies for Meeting the Special Needs of Children with the Visual Disability of Ocular Albinism or Oculocutaneous Albinism (Birth to Age 14). ED 355 725
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- Development of a Sex Education Syllabus for Health Science at American River College. Emergence of Higher Education in America. ED 355 879
- Haitian Folktales as a Literary Strategy for Elementary Haitian ESOL Students. ED 355 821
- Improving the Academic Achievement of Third and Fourth Grade Underachievers as a Result of Improved Self-Esteem. ED 356 071
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- Utilizing Test Wiseness To Improve Test Scores in Reading for Eighth Grade Students. ED 355 475
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- The Reading Teacher's Book of Lists. Third Edition. ED 355 505//
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[Project EXCEL. Curriculum Ace Mailing: Modules 1-6.]
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Thesaurus Additions and Changes

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The following additions and modifications have been made to the ERIC controlled vocabulary since July 1990. They are, therefore, not included in the main body of the 12th (1990) edition of the *Thesaurus of ERIC Descriptors*.

ADOPTIVE PARENTS *Apr. 1993*

AQUARIUMS *Dec. 1992*
SN Tanks, bowls, or other containers in which aquatic organisms are housed and displayed

AUTHORITY CONTROL (INFORMATION)

Apr. 1993
SN The establishment and maintenance of consistent forms of terms, such as names, subjects, and titles, to be used as headings in bibliographic records
UF Authority Files

BIOTECHNOLOGY *Dec. 1992*
SN The use of biological organisms, systems, or processes to make or modify products

BIRDS *Dec. 1992*
SN Warm-blooded, egg-laying vertebrates of the class Aves, having feathers, wings, scaly legs, and a beak

BIRTH ORDER *May. 1969*
SN (Scope Note Added) (Note: for specificity, use the Descriptor "First Born" — see also the Identifiers "Second Born," "Middle Born," and "Last Born")

CAREGIVER ROLE *Apr. 1993*

Cell Biology
USE CYTOLOGY

Cellular Molecular Biology
USE CYTOLOGY
and MOLECULAR BIOLOGY

CHILD BEHAVIOR *Apr. 1993*

CLIMATE CHANGE *Jan. 1993*
SN Nonseasonal, semipermanent change in the physical environment of a region or the entirety of the earth, including fluctuations in temperature, precipitation, solar radiation, gas and suspended particle concentrations, and ocean levels (note: for worldwide climate change, coordinate with the Identifier "Global Change" or use the narrower term "Global Warming")

CONSTRUCTIVISM (LEARNING) *Dec. 1992*
SN Viewpoint in learning theory which holds that individuals acquire knowledge by building it from innate capabilities interacting with the environment (note: see also the Identifier "Social Constructivism")
UF Constructionism (Education)

Diesel Fuel
USE DIESEL ENGINES
and FUELS

DINOSAURS *Dec. 1992*
SN Herbivorous or carnivorous reptiles of the extinct orders Saurischia and Ornithischia from the Mesozoic era

DOWNLOADING *Apr. 1993*
SN The process of transferring or transmitting a file, program, software, data, character sets, etc., from a distant to a nearby computer, from a larger to a smaller computer, or from a computer to a peripheral device

ELECTROCHEMISTRY *Dec. 1992*
SN Branch of physical chemistry dealing with the interconversion of electrical and chemical energy

FIRST BORN *Apr. 1993*
SN Children or adults born first among siblings (note: see also the Identifiers "Second Born," "Middle Born," and "Last Born")
UF Eldest Siblings
Firstborns

FOSSIL FUELS *Dec. 1992*
SN Hydrocarbon fuels derived from the remains of former life

Fuel Oil
(former UF of "Fuels")
USE FOSSIL FUELS
and OIL

GASOLINE *Dec. 1992*
(former UF of "Fuels")
SN Mixture of liquid hydrocarbons used chiefly to fuel spark-ignited internal combustion engines

GENERAL MATHEMATICS *Dec. 1992*
SN Mathematics courses, frequently of an introductory or remedial nature, that emphasize everyday computational operations and usually include practical applications—most commonly conducted for noncollege-bound secondary school students

GEOCHEMISTRY *Dec. 1992*
SN Study of the chemistry of the earth (or a celestial body)

GLOBAL WARMING *Jan. 1993*
SN Gradual increases in the earth's average temperatures (note: if appropriate, use the more specific term "Greenhouse Effect")

GREENHOUSE EFFECT *Jan. 1993*
SN Global warming caused by atmospheric gases and particulates that trap heat and radiate it back to earth—of concern is possible runaway warming due to buildups of carbon dioxide and other gases through fossil fuel burning and deforestation

HABITATS *Jan. 1993*
SN Places where animals or plants normally live (note: for human habitats, use "Housing," "Place of Residence," "Residential Patterns," etc.)

Heating Oils
(former UF of "Fuels")
USE FOSSIL FUELS
and OIL

HYDROLOGY *Jan. 1993*
SN Study of the occurrence, circulation, distribution, and properties of the water of the earth and its atmosphere

IN LOCO PARENTIS *Apr. 1993*
SN A legal doctrine charging schools and higher education institutions with the authority and responsibility to supervise, regulate, care for, and protect students "in the place of the parent"
UF Loco Parentis

INDUSTRIAL ARTS *Jul. 1966*
SN (Scope Note Added) (Note: since the mid-1980s, most industrial arts programs have become technology education programs — see the Descriptor "Technology Education")

INFORMATION LITERACY *Dec. 1992*
SN The ability to access, evaluate, and use information from a variety of sources

MATHEMATICAL APTITUDE *Jan. 1993*
SN Natural capacity or inclination for skillful performance of mathematical tasks
UF Mathematics Aptitude
Quantitative Aptitude

MODULAR ARITHMETIC *Jan. 1993*
SN An arithmetic of a finite rather than an infinite set of numbers—the maximum integer (n) selected is known as the modulus, and the arithmetic is referred to as "arithmetic modulo n"—any number greater than n is expressed as the remainder left after its division by n—sometimes called "clock arithmetic," because the clock provides an example (e.g., n=12)
UF Clock Arithmetic
Finite Arithmetic

MOLECULAR BIOLOGY *Jan. 1993*
SN Science dealing with the structure and function of the molecules (e.g., proteins, nucleic acids, enzymes) that make up living organisms

Motor Oil
USE LUBRICANTS
and OIL

NATURAL GAS *Dec. 1992*
(“Natural Gases” was a former UF of “Fuels”)
SN A combustible mixture of hydrocarbon gases, usually found in sedimentary rocks and in association with petroleum deposits

NUMERACY *Feb. 1993*
SN Familiarity with the use of numbers, or basic competence in mathematics
UF Mathematical Literacy
Quantitative Literacy

OIL *Dec. 1992*
SN Any viscous, combustible, water-immiscible liquid composed principally of hydrocarbons and obtained from the ground (note: for “Vegetable Oils” or “Animal Oils,” use those Identifiers)
UF Crude Oil
Mineral Oil
Petroleum (Oil)

Petroleum (Oil and Gas)
USE FOSSIL FUELS
and OIL

PETROLOGY *Jan. 1993*
SN The branch of geology concerned with the origin, occurrence, structure, classification, and history of rocks
UF Petrography
Rock Studies

PRAISE *Apr. 1993*
SN Expression of approval or favorable judgment

PRENATAL CARE *Apr. 1993*
SN Medical, educational, and social services provided or obtained during pregnancy
UF Fetal Care

PRENATAL INFLUENCES *Aug. 1968*
SN (Scope Note Changed) Factors occurring between conception and birth and affecting the physical or mental development of an individual (note: use the more precise “Prenatal Care” if appropriate)

Risk Populations
USE AT RISK PERSONS

RECIPROCAL TEACHING *Apr. 1993*

SN An instructional technique in which a teacher and student, or a tutor and tutee, take turns with the role of teaching—frequently used for improving reading comprehension

Site Based Management (Schools)**USE SCHOOL BASED MANAGEMENT****SOLAR SYSTEM** *Jan. 1993*

SN The sun and all the celestial bodies that revolve around it (including the planets and their moons, the asteroids, comets, and meteoroids)

STARS *Jan. 1993*

SN Self-luminous celestial bodies of hot gas held together by gravity—their energy is produced by nuclear-fusion reactions

STRATEGIC PLANNING *Feb. 1993*

SN Process of continuous planning for change, which assesses an organization's or program's internal and external environment, analyzes the implications of relevant trends, and identifies effective strategies for achieving a desired future state

UF Strategic Management

TECHNOLOGY EDUCATION *Feb. 1993*

SN General education programs concerned with the study of technology, the use of technical means and processes to solve problems, and the impact of technology on individuals and society (note: since the mid-1980s, "Technology Education" has become the preferred name for "Industrial Arts" programs)

UF Industrial Technology Education
Technological Education

WAIT TIME *Feb. 1993*

SN The duration of pauses separating utterances in a conversation, e.g., the time a teacher waits after asking a question and after receiving a response (note: use the Identifiers "Time Lag" for broader contexts and "Time Delay" for response prompting and fading with the disabled — see also the generic Identifier "Waiting")

UF Teacher Wait Time

WETLANDS *Jan. 1993*

SN Low areas with shallow water or water-soaked soils (e.g., freshwater marshes, saltwater marshes, swamps, mud flats, bogs)

UF Bogs
Fens
Marshes
Salt Marshes
Swamps

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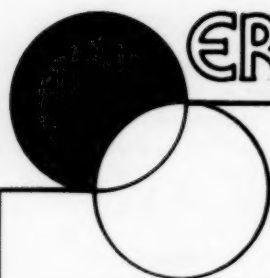
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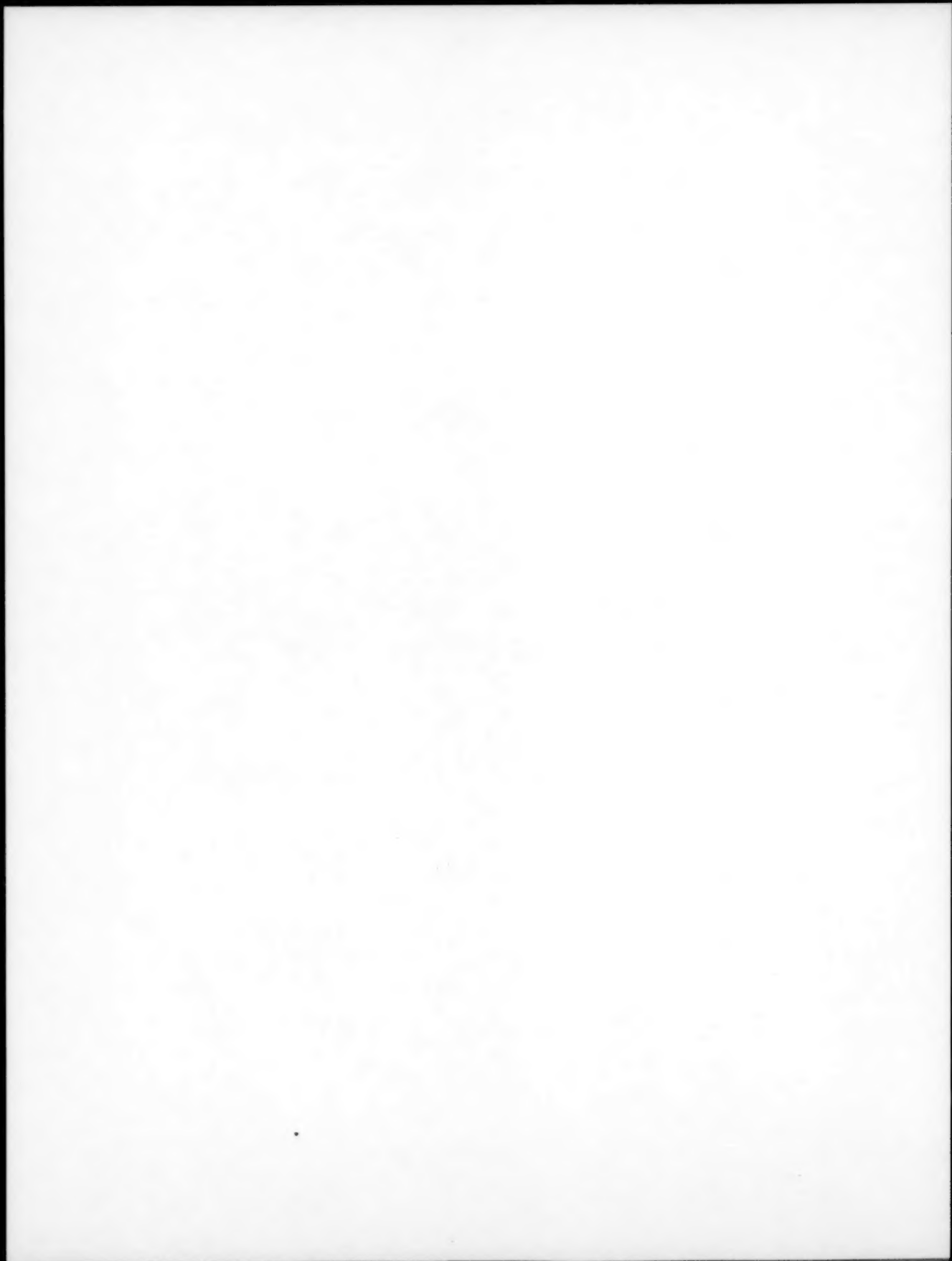
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